



V. Bryleva, O. Kostrykina

# PROFESSIONAL COMMUNICATION

## in English for Language Teachers



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ОБРАЗОВАНИЯ  
«ВОЛГОГРАДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

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**В. А. Брылёва, О. П. Кострыкина**

# **Professional Communication in English for Language Teachers**

*Учебно-методическое пособие*

Волгоград  
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Пособие “Professional Communication in English for Language Teachers” предназначено для студентов старших курсов и магистратуры, изучающих английский язык в контексте профессионального общения на уровне B2-C1. Издание включает 10 тематических разделов, направленных на совершенствование профессиональной иноязычной компетенции будущих преподавателей английского языка, педагогических дизайнеров и методистов учебных программ.

Каждый урок пособия состоит из аутентичных текстов для чтения на актуальные темы, заданий на закрепление профессиональной лексики, разнообразных упражнений, направленных на формирование и совершенствование навыков устной речи, а также проектных и творческих заданий. Материалы пособия разработаны с учетом специфики профессиональной коммуникации на английском языке в области методики преподавания иностранных языков и могут быть использованы для аудиторной работы или самостоятельного изучения.

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## Table of Contents

<b>Unit 1</b> Language Education: Types of Learning & Learners. Levels. Needs Analysis.....	4
<b>Unit 2</b> Modern Methods & Approaches in TEFL.....	14
<b>Unit 3</b> Lesson Planning.....	23
<b>Unit 4</b> Computer Assisted Language Learning (CALL) .....	32
<b>Unit 5</b> Artificial Intelligence In TEFL .....	39
<b>Unit 6</b> Mobile Assisted Language Learning (MALL) and Gamification .....	43
<b>Unit 7</b> ID/ED: Instructional and Educational Design.....	50
<b>Unit 8</b> ID/ED Models.....	57
<b>Unit 9</b> Teaching Online Lessons.....	68
<b>Unit 10</b> Learning Management Systems.....	75

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 Unit 1

 Language education:  
Types of learning & learners. Levels. Needs Analysis

1. Read the dialogue and make up a list of different types of language learning. Can you add to the list? Which one have you tried as a student and as a teacher? Share your experience with a partner.

Lilly: So, how are you going to learn French?

Ben: I've been considering a few different options.

Lilly: Like what?

Ben: Well, I could take classes or try online courses. Or even go for immersion by traveling to France.

Lilly: Interesting. Have you thought about learning it through CLIL?

Ben: CLIL? Never heard of it.

Lilly: Content and Language Integrated Learning. It's an approach where students can learn a subject like history or science in a foreign language.

Ben: Oh, that sounds tough. But effective.

Lilly: Definitely. They say it's the closest thing to actually living in a foreign country and learning the language naturally.

Ben: Hmm, maybe I'll give that a go. What about CBLT?

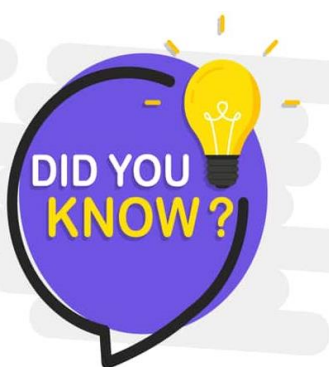
Lilly: Communicative Based Language Teaching? Yeah, that's another popular one. You learn through everyday tasks and real-life interactions rather than textbooks.

Ben: Sounds fun. But what if I want to study linguistics as well as languages?

Lilly: Then maybe learning languages at university would be better suited for that. That way you can focus on grammar and structure as well.

Ben: Thanks for all these ideas, Lilly. I'll have to do some more research but I think CLIL is definitely worth a try.

Lilly: Absolutely! Let me know if you need any help.



1. Immersion helps develop authentic language skills in a real-life setting.
2. Over 90% of Europeans learn at least one foreign language in school.
3. Fluent bilinguals are known to have better attention and working memory compared to monolinguals.
4. In CLIL programs, students learn subject content through the language they are learning.
5. According to linguist David Crystal, there are over 7,000 languages spoken in the world today.

# Different types of language learning explained

*by Patrick de Boer*

During a recent workshop I received the question regarding the difference between CLIL and immersion. Also, some other people used CLBT and CLIL as different phrases for the same type of language learning. To make matters worse, some teachers argued EFL is a lot like CLIL, immersion, CLBT and CLIL. Lots of abbreviations. But what is what? To clarify things once and for all, let me help you with these different types of education.

## All of them have to do with language learning

Just to clarify, all of these phrases have to do with language learning. So, there's a similarity. Teachers who teach with these methods should be proficient in the use of the second language of the students. Not necessarily the second language of the teacher though, as native speakers can be found in all of the different areas of language education.

That is a good thing. Students learning language from native speakers, no matter the subject they teach, is always a bonus for their language learning process. This does NOT imply non-native language teachers do not do a good job in any way. I know many non-native language teachers whose English is, in my humble opinion, indistinguishable from native speakers English.

However, the cultural background and the use of words that might just be a little out of the ordinary are an added bonus for any second language learner.

## EFL: Second language learning

EFL stands for English as a Foreign Language. This type of education is primarily language based. Typically, this is an English class for students who do not have English as a first language, although this can apply to any other language as well of course.

The main difference with CLIL is simply the fact that EFL is only English. No subject is taught through English at all. EFL is the type of a lesson a non-CLIL school offers to students who want to learn English as a second language.

## Immersion: Integration of the subject

This type of education is the type of language learning you will most commonly encounter at international schools. Students are immersed in the second language during all of the subjects. However, not much attention is spent on the language itself as it considers the target language for granted.

The main difference with CLIL is thus obvious. In a CLIL lesson the main focus is on the subject, but a CLIL teacher also focuses on language. A teacher in an immersion course does not.

## CBLT: Content through language

A less common abbreviation that stands for Content Based Language Learning. This sounds a lot like CLIL, as it also combines both the content and the language. However, the difference between CBLT and CLIL is, among others, that the subject is taught by language teachers. Not subject teachers.

In other words, an English teacher teaches Mathematics and as you can imagine, the main focus is primarily on language. Not on Mathematics.

## CLIL: Full integration of both content and language

Last but not least: Content and Language Integrated Learning. The type of education that allows second language learning by letting students follow classes in a second language, taught by subject teachers who focus on both content and language. This requires teachers to be proficient in the language as well as in the subject, which can pose a challenge.

If done correctly, spending sufficient time on the subject and focusing on language when needed, students learn languages quickly. Also, with a wide variety of teachers teaching them, they get all kinds of different language input. This only adds to the mastering of the target language.

## Conclusion

Below you can find the differences between the four mentioned types of language learning in a table, hope that helps!

## 2. Fill in the table with the words: language, subject, content

Education:	EFL	Immersion	CBLT	CLIL
Who teaches?	_____ teacher	_____ teacher	_____ teacher	_____ teacher or Expert _____ teacher
Focus on:	_____	_____	_____	_____ and _____
Feedback on:	_____	_____	_____	_____ and _____
Assumption:	_____ is learned by studying it	_____ is learned without specific attention to _____	_____ is learned by studying _____	_____ depends on _____ and vice versa

<https://www.clilmedia.com/different-types-of-language-learning-explained/>

## 3. Complete the sentences with the appropriate words or word phrases from the text.

- \_\_\_\_\_ is a popular approach in language learning that combines teaching of a subject with instruction in a second language, such as a science lesson taught in English.
- \_\_\_\_\_ refers to the teaching or learning of English in a non-English speaking country.
- \_\_\_\_\_ programs are often used for language learning, where students are fully immersed in the target language, allowing them to become fluent at a faster rate.
- \_\_\_\_\_ has many benefits, including improved cognitive skills and increased career opportunities.
- \_\_\_\_\_ can be very helpful in language learning, as they can provide natural and authentic input for learners.
- A \_\_\_\_\_ curriculum is when the majority (or all) of instruction is delivered in a specific language, with a focus on developing language proficiency alongside academic content knowledge.
- \_\_\_\_\_ the culture and language, exchange students have a unique opportunity to practice their skills and make connections with locals.
- The \_\_\_\_\_ refers to the language being studied and the ultimate goal of language learners.
- In a CLIL program, students learn \_\_\_\_\_, meaning they acquire new information while using and improving their linguistic abilities.
- Being \_\_\_\_\_ multiple languages is a valuable skill in today's globalized world, opening up many opportunities for international communication and understanding.
- Constant exposure to quality \_\_\_\_\_ is crucial for successful language learning.

## 4. Answer the following questions based on the text.

- What is the main similarity between EFL, immersion, CLBT, and CLIL?
- How does EFL differ from CLIL in terms of language instruction?
- What is the main focus of an immersion course compared to a CLIL lesson?
- How does CBLT differ from CLIL in terms of who teaches the subject?
- What is the main difference between CBLT and CLIL in terms of subject instruction?
- What are the requirements for teachers in a CLIL program?
- According to the text, what are the advantages of CLIL in terms of language learning?

5. Read some comments about the types of language learning mentioned in the text. Share your experience and opinion.

Ben: "Personally, I believe that CLBT is the most effective method of language learning. I have been using this method for the past year and I have seen great results. The mix of textbook work and real-life conversations has helped me improve my vocabulary and speaking skills."

David: "Oh, I don't care what anyone says, immersion is definitely the way to go! My friend did a study abroad program in Spain and when she came back, she was practically fluent. She even speaks Spanish better than our Spanish teacher who has been teaching for 20 years!"

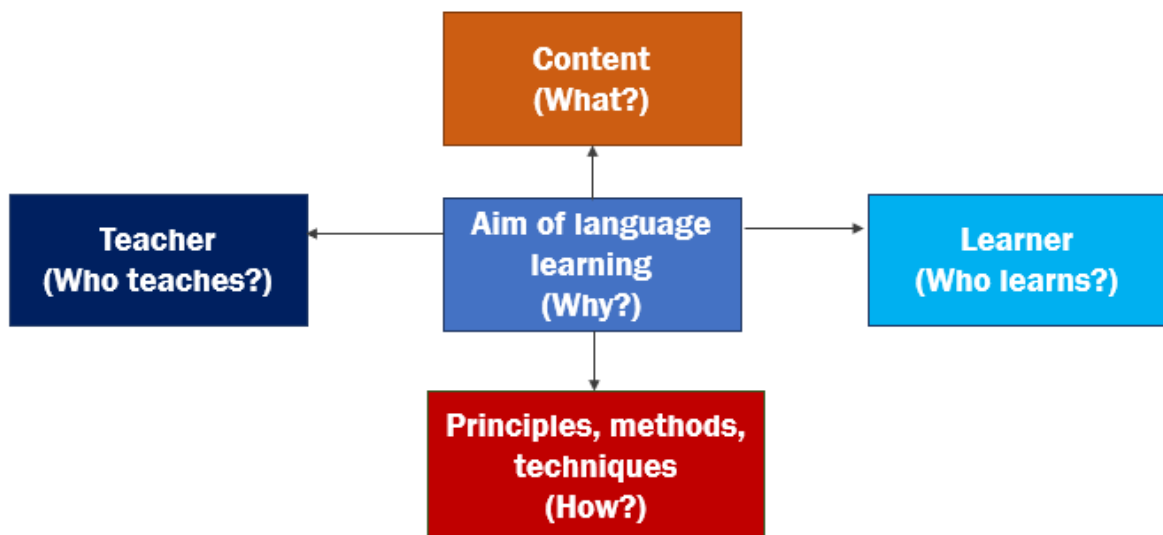
Carly: "I'm not sure which type of language learning is the best. I've tried EFL and CLIL in the past, but I can't decide which one was more beneficial for me. On one hand, with EFL I had more opportunities to practice speaking with other students, but with CLIL I was able to learn content in the target language which helped with my understanding of the language itself."

Amy: "In my opinion, immersion is the best way to learn a language. When I was in college, I spent a semester abroad in France and I had to speak French all the time. At first it was challenging, but by the end of my trip, I felt more confident and fluent in the language than I ever had before."



6. Look at the mind map covering the main components of language education.

Discuss with a partner what you know and about how you understand each of the components:





## 7. Look at the names. Can you predict what they mean? Then read the descriptions of English learners and match them with the names.

*Jedi Master*  
*English Speaker 2.0*

*Warrior*  
*Academic*

*Rising Star*  
*False Beginner*

*True Beginner*  
*Failed Student*

A. You like to practice your English whenever you have a chance. There's a good chance you don't always speak correctly, but you speak with confidence, and that makes you a successful learner. You've lived abroad for a few months and fell in love with the language and the culture so much that maybe you've considered getting a job teaching English. You do have some things that you need to improve, such as your pronunciation, grammar, and making your sentence flow more native-like. You know you need to improve which is why you're planning another trip abroad as soon as you can. With consistent effort and concentrated study you have the potential to become a Jedi Master one day, but without humility you will turn to the path of the dark side and become a Sith Lord.

B. You have achieved a high level of fluency. You're not perfect, but you are pretty darn close to it. What makes you a powerful Jedi isn't that you are often mistaken for a native speaker, but the attitude and dedication that brought you to that level. You realize that language learning is a journey and not a destination, and that there are always ways you can improve. You've worked hard to master your accent, increase your vocabulary and improve your cultural understanding. You are quite humble about your skills and get embarrassed when people compliment your English.

C. You haven't been studying English for that long, but you're making good progress. You're probably only taking English classes for a few hours a week, but you find ways to expose yourself to the language outside of class. Your English isn't at a very high level, but that's just because you haven't been practicing long enough. This doesn't stop you from trying to talk to a native speaker when you meet one. You enjoy watching American TV shows and wish you could understand them without subtitles. Once you travel abroad or go through an intense experience where you have to use your English you will realize how strong you are, and will start to call yourself a warrior.

D. You spent a lot of time on the internet while you were growing up and for you speaking English is almost second nature. You probably got to where you are without much formal study and taught yourself much of what you know. You embrace the culture that goes with the language and know all sorts of slang and other aspects. What possibly keeps you from becoming a Jedi is seriousness towards your study, and a will to master the language. You are cocky (too confident) about your language abilities and this excess confidence holds you back from true mastery.

E. Most of the planet falls under this category. You've never studied English before and don't speak it beyond a few words that you've learned from pop culture. Maybe you've never had much interest in learning English or you haven't had the time to study. At some point you may decide to learn English, and you will become one of the types, except for English Speaker 2.0.

F. You've given up on studying English altogether. For you, the language is just too hard to learn. Pronunciation doesn't follow any logical pattern, verb conjugation gives you a headache and you don't understand the grammar system. You make excuses for your failure: you had a bad teacher, you're not smart enough, you're bad at learning languages, it's impossible to learn a language outside of the country it's spoken in. You don't take responsibility for your learning and blame everybody but yourself for your failure. You're worse off than a true beginner because you have several limiting beliefs that are holding you back.

G. You studied English in the best schools all of your life and your TOEFL results show how hard you've worked. Your knowledge of grammar is greater than most native speakers and you know 10 synonyms for the word 'good.' Your knowledge of the English language is great, but when you speak with a native you lose your confidence and have a hard time understanding them. You study English the same way you would study Physics – treating it like a science with formulas to remember by constant drilling – and you have detached the human side of the language. What separates you from the Warrior is a lack of appreciation of the culture behind the language.

H. You've studied English before, maybe in high school or college, but if someone asks you if you speak English you will tell them no. You've had a bad experience with learning that has ruined your confidence. Your teacher probably wasn't very good and they spent more time explaining things to you in your native language than actually speaking English. You've been taught a lot of grammar rules and are afraid of speaking because you know just how many of them you might break. Despite these setbacks you still want to learn better English, but to do that you will need to face your fear and not be afraid to speak.

## 8. Answer the questions:

<https://reallifeglobal.com/the-8-types-of-english-learners/>

1. What distinguishes a Jedi Master from other English learners?
2. What might prevent an English Speaker 2.0 from becoming a Jedi?
3. How does a Warrior approach language learning?
4. In what ways is an Academic different from a Warrior in their approach to studying English?
5. What characterizes a Rising Star's progress in learning English?
6. What factors contribute to someone being classified as a False Beginner?
7. Who falls under the category of True Beginner?
8. What mindset and beliefs characterize a Failed Student?

9. Watch the video “[How to be a successful language learner](https://youtu.be/2LMQUkhSgW8)”. Answer the questions.

1. Why do most people struggle to become successful language learners?

<https://youtu.be/2LMQUkhSgW8>



2. How does motivation play a role in language learning?

3. What is the importance of exposure in language learning?

4. Why do many language learners fail to make progress despite attending classes?

5. How does memory affect language learning?

6. What are some effective ways to memorize new words or information?

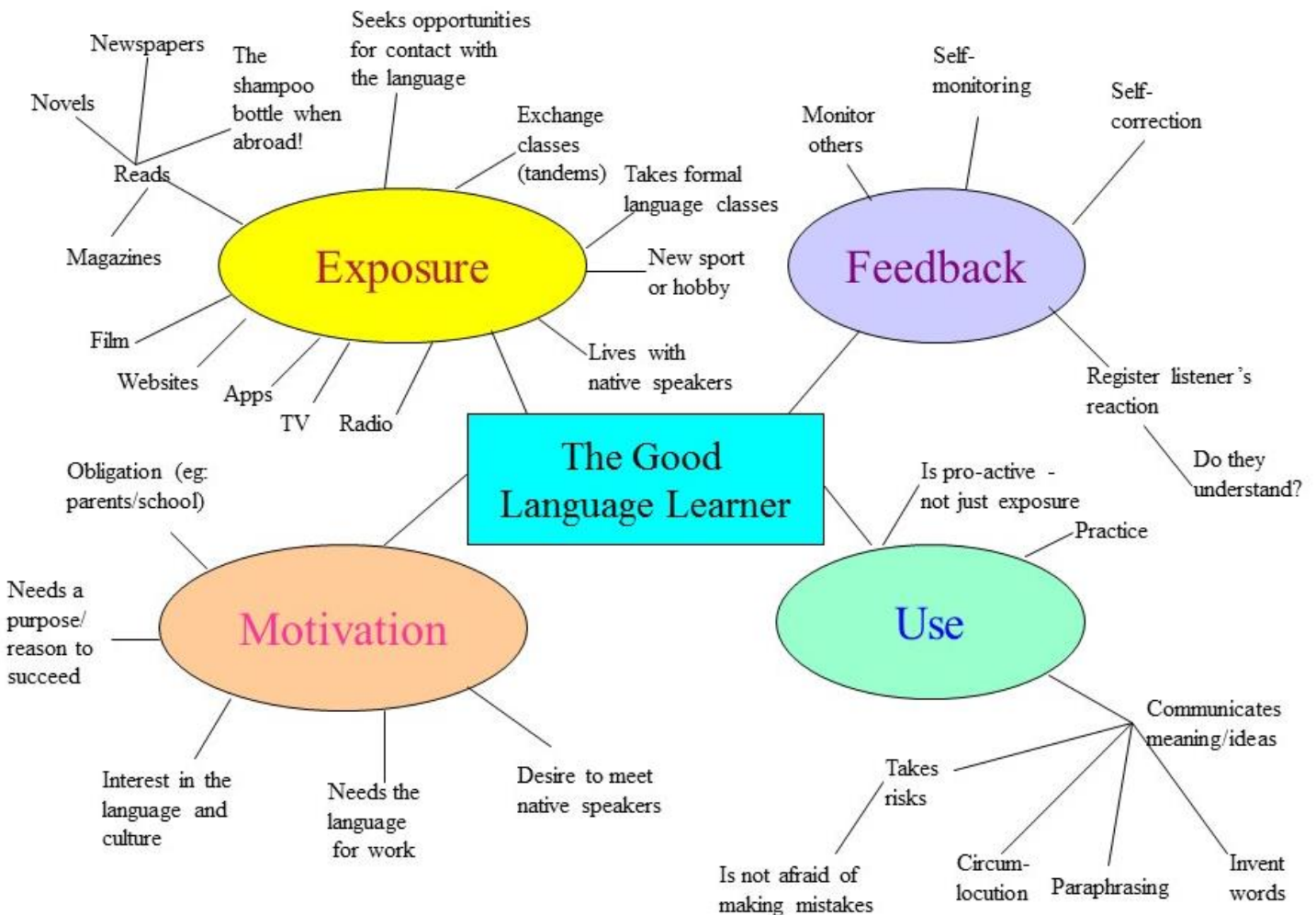
7. Why is engagement important for memory retention in language learning?

8. What are some strategies for successful language learning outside of the classroom?

9. What is the role of a language teacher in the learning process?

10. Where can learners find comprehensible input to improve their language skills?

10. Have a look at the scheme and speak up on the topic: “The Good Language Learner”



## 11. Discuss with a partner:

- 1) What do you think is the most challenging level of English to achieve? Why?
- 2) How long does it take to get to the next level?
- 3) What strategies have you found most effective for improving your own English skills from one level to the next?
- 4) How important do you think it is for non-native English speakers to strive for advanced levels of fluency?
- 5) Can you discuss any specific techniques or methods used in language learning programs to help students progress from one level to the next?



## 12. Read the text and describe each level in one sentence:

### A1 Elementary

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### A2 Pre-Intermediate

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### B1 Intermediate

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### B2 Upper-Intermediate

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### C1 Advanced

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organisational patterns, connectors and cohesive devices.

### C2 Proficient

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

### 13. True or False?

1. Is A1 Elementary able to understand and use complex expressions and phrases?
2. Can A2 Pre-Intermediate understand sentences related to areas of most immediate relevance?
3. Is B1 Intermediate able to communicate only in simple and routine tasks?
4. Can A1 Elementary interact in a simple way even if the other person talks quickly and unclearly?
5. Can B1 Intermediate understand sentences related to areas of most immediate relevance?

**14. Needs analysis involves doing some kind of activity with a learner in order to find out what their learning needs are. A good understanding of learner needs contributes to successful course planning. Match the type of need with the example.**

student's specific need related to their studies or profession	e.g. improve essay writing skills because it is tested in state exam
related to the students' current level of competence as perceived by the teacher	'gaps', e.g. bad grammar, mispronunciation of words, etc.
handed down from above: by ministries of education, official exam boards, etc.	reach a B2 level of English by the end of secondary school

## How to conduct a needs analysis



*I think most teachers would agree that the better we know our students, the better we're able to teach them. This is one reason why we often start courses with 'getting to know you' activities, which encourage students to exchange basic personal information with each other and the teacher. However, in addition to getting to know our students as people at the beginning of the course, we also need to get to know them as learners. The process of collecting information about our students' needs, interpreting this information, and then making decisions about the course based on what we uncover is called 'needs analysis'.*

by **Ethan Mansur**

<https://www.macmillanenglish.com/ru/blog-resources/article/how-to-conduct-a-needs-analysis>

### Needs

What exactly do we mean by 'needs' in the context of English language teaching?

First of all, each student begins a course with their own perceived needs. Sometimes these are very specific, perhaps related to their studies or profession. One student may work in an office and need to write emails, while another may work at a clothing shop and need to interact with foreign customers. Other needs may be more general, for example, reaching a B2 level of English by the end of secondary school. These general needs might also be thought of as long-term goals.

Another type of need is related to the students' current level of competence in the language. This type of need is usually more easily perceived by the teacher than the student. For example, during the first few lessons, the teacher may notice that their students have difficulty with comparative and superlative adjectives, or they don't distinguish between certain English vowel sounds like /i:/ and /ɪ/.

Yet another type of need we should be aware of at the beginning of a course is not determined by the students or the teacher, but rather comes 'from above', handed down by ministries of education, official exam boards, etc. For example, students may need to improve their essay writing skills because it is a genre of writing commonly tested in high-stakes exams.

### Needs analysis activities

Now let's have a look at some classroom activities that can help us identify our students' needs.

#### 1. Questionnaires

An obvious activity type for needs analysis is questionnaires. These will have to be tailored to fit your particular teaching context, but they should ideally include a range of questions about students' motivation for taking the course, prior learning experiences, perceived strengths and weaknesses, situations in which they are likely to use the second language, goals and expectations, learning preferences, etc. Questionnaires have the advantage of taking up relatively little class time; they also provide you with the same type of information about all the students.



Note that it's important to grade the language used in questionnaires to your students' level. If they don't understand the questions, they won't be able to answer them! With lower levels, there is a good argument to be made for doing this type of needs analysis activity in the students' first language.

With higher levels, however, you may want to follow the advice of Anderson, who proposes turning needs analysis questionnaires into a 'social event' by having students do them in pairs. The idea is to have students take turns interviewing each other and noting down their answers on their worksheets, which are then handed to the teacher at the end of the activity. Meanwhile, the teacher monitors the pair work, taking notes on both the needs discussed by the students and any language-related needs they notice along the way.

### 2. 'Find someone who ...'

There are many classic ELT activities, such as 'Find someone who ...', that can easily be given a needs analysis twist. For example, instead of using this activity to practise grammar or vocabulary, you could write questions that focus on how students use English outside of class or their learning preferences in class (working individually vs in pairs or small groups, how they like to be corrected, etc.).

To name just a few, board games, class surveys and discussion cards are other examples of classroom activities that can easily be adapted to get students talking about their needs.

### 3. Ranking

If you are doing a Business English course, where students are likely to have very specific needs, you could write several different situations (participating in conference calls, answering emails, etc.) or language functions (negotiating, politely disagreeing, etc.) on cards and ask students to rank them in terms of how important they are to performing their job. With groups that are likely to have less well-defined needs, such as a conversation club for adults, you could put 25 or so topics on cards and ask the students to narrow them down to the ten they find most interesting.

### 4. In writing

For needs analysis to be successful, students have to be open and honest about the information they share. If you think your students would be more comfortable doing so in writing, you could set them the task of writing you an email. In the task instructions, specify exactly what kind of information you would like them to include, e.g. their perceived strengths and weaknesses, their goals, time restraints to studying outside of class, etc.

### 5. Looking at the materials

One final activity is to put students in groups and give them the coursebook you plan to use. Ask them to look through it and discuss which parts they find most useful or interesting. There is rarely time in any course to do every page in the book, so it can be helpful to both the teacher and the students to think about what to prioritize. You might even find that your students want to do sections of the book that you would have completely skipped!

## Benefits

There are a number of benefits to needs analysis. Just like 'getting to know you' style activities, classroom tasks focused on needs analysis can help create a sense of community. It shows students that they have a voice and that you are prepared to listen. There are also practical benefits. If we are more aware of students' needs, we can use class time more productively. We are less likely to misallocate time to language activities our students are already quite confident with, giving us more time to focus on language activities that they do need more practice with. We are also more likely to select lesson content that is better suited to our students' needs.

According to Graves, in every course we teach, we can assume that 'there is a gap to be bridged between the current state and a desired one, or progress to be made towards a desired goal, or a change to be made. The purpose of the course is to bridge the gap or some part of it, to help students make progress or to effect the desired change.' The better we understand the nature of this gap, the better we will be able to help our students bridge it.

## What's next?

Once you have carried out a needs' analysis, the next step is to process the information you have collected and use it to inform your decisions about the course. In practice, it will probably be impossible to address all the students' needs within a single course. It may also be hard to reconcile certain needs with the demands of the educational institution where you work. For this reason, it's important to be clear and honest with students about which needs can be realistically addressed in the course, and which ones can't, and why.

One final thing to bear in mind for both teachers and students is that the goal of needs analysis is not to co-construct the perfect course, but rather to exchange information 'so that the agendas of the teacher and the learner may be more closely aligned'. This helps teachers do their work more effectively, and it helps students better appreciate the learning experience they are about to take part in, as well as empowering them to be active participants in this experience right from the start.



**15. Answer the questions**

- 1) What is the purpose of conducting a needs analysis?
- 2) What type of information can be gathered through questionnaires?
- 3) Why is it important to understand students' needs in effective teaching?
- 4) What is the advantage of using questionnaires as a needs' analysis tool?
- 5) What type of information should ideally be included in a needs' analysis questionnaire?
- 6) What is the appropriate language level for conducting a needs analysis questionnaire with higher/lower levels?
- 7) Why is it important to adapt the language used in questionnaires to students' level?
- 8) What is the advantage and disadvantage of using questionnaires for needs analysis?
- 9) What is the advantage and potential challenge of conducting a needs analysis in pairs for higher levels?

**16. Find Russian equivalents to the following collocations. Make up sentences with these phrases. Practice back translation with a partner.**

level of competence	
handed down by	
high-stakes exams	
to be tailored to fit particular teaching context	
prior learning experiences	
language-related needs	
language functions	
well-defined needs	
time restraints	
to reconcile certain needs with the demands of the educational institution	

**17. What do you think?**

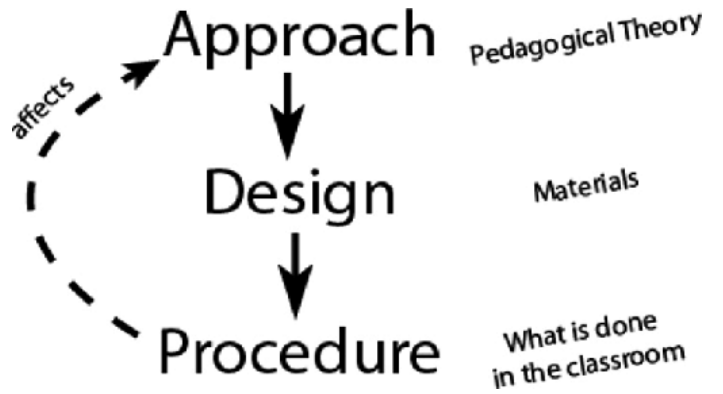


- 1) What shall you do to tailor the course to fit students' needs?
- 2) In what way should you consider the prior learning experience?
- 3) What does a well-defined need mean? Can you provide an example?
- 4) What are the limitations time restrains bring to the teaching context?

- (2)
1. CLIL
  2. EFL
  - 3 Immersion
  4. Language learning
  5. Native speakers
  6. language-based
  7. Immersed in
  8. target language
  9. content through language
  10. proficient in
  11. language input

# Unit 2

## Modern Methods & Approaches in TEFL



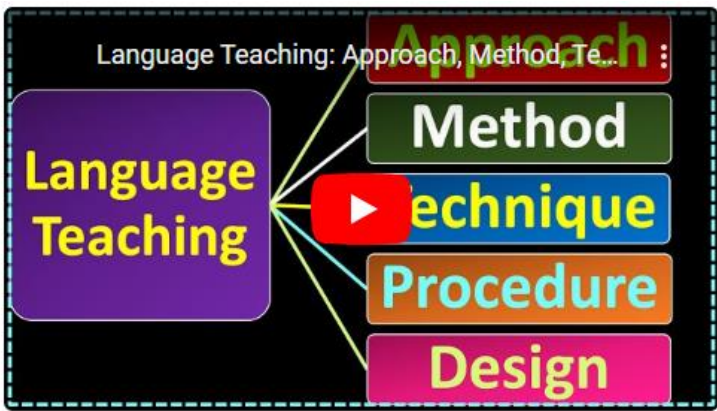
For a starter:

- A. Look at the words below and sort them into 3 categories.
- B. Add some words to each of the category.

behaviourism, PPP, translation, TPR, constructivism, speaking, cognitivism, grammar-translation, immersion, idealism, Dogme, realism, listening, perennialism, fill-in-the-gaps, CLIL

APPROACHES	METHODS	TECHNIQUES

<https://youtu.be/wKajfXZn2lg>

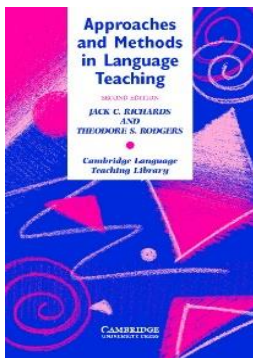


1. Watch the video and give notions to the definitions below.

- 1) a plan, a definite path, a set of instructions
- 2) identifying the problem and planning the way to solve it
- 3) a way of doing a thing, dealing with a problem
- 4) presentation, practice and evaluation
- 5) a classroom step that leads to a specified outcome

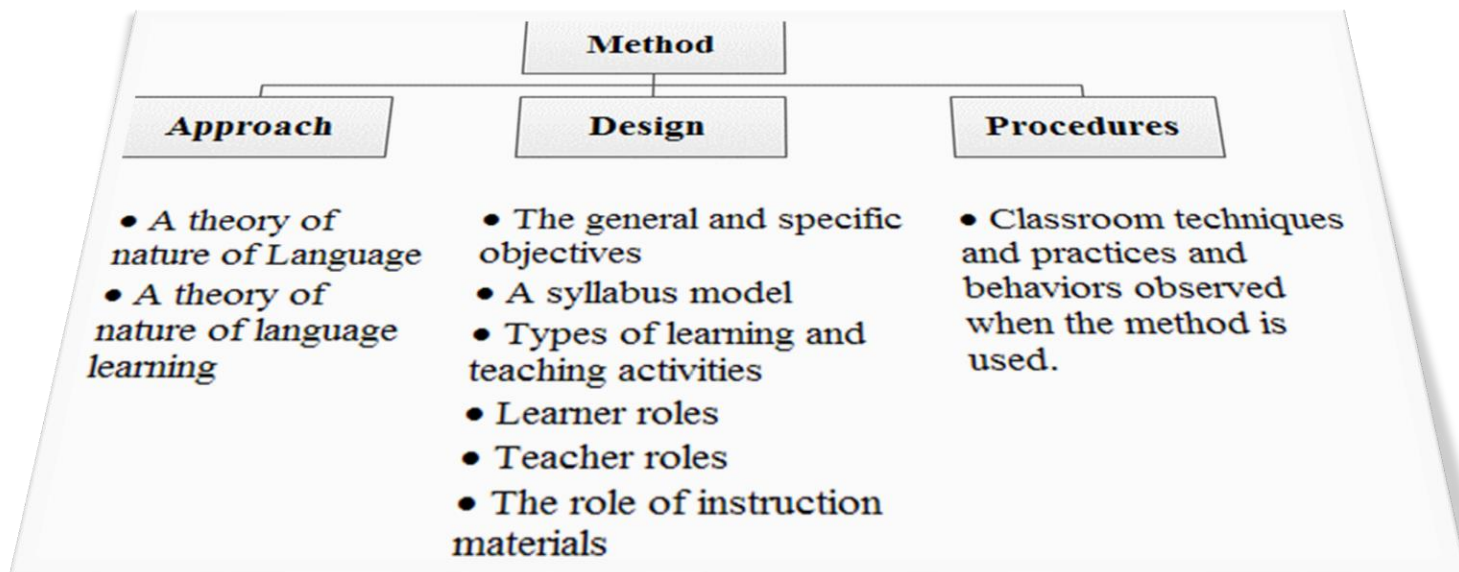
2. Answer the questions

- a) What is the difference between an approach and a method in language teaching?
- b) How does a teaching technique differ from a teaching method?
- c) What are some examples of teaching techniques that teachers can use in the classroom?
- d) How do procedures contribute to the practical aspect of language teaching?
- e) What are the three components of procedures that teachers need to consider?
- f) How does presentation differ from practice and evaluation in language teaching?
- g) In what ways does design go beyond simple lesson planning in language teaching?
- h) How does design help in creating a better learning experience in the classroom?
- i) What role does design play in organizing the division of labor in the classroom?
- j) How does design influence the selection and organization of linguistic materials in language teaching?



3. Have a look at a model for analysis of approaches and methods developed by Richards and Rodgers in their book “**Approaches and Methods in Language Teaching**”.

Their work describes both major and alternative approaches and methods, with the section on current communicative approaches updated to include new material on CLIL, text and genre-based teaching. The book seeks not only to clarify the assumptions behind these approaches, and their similarities and differences, but also to help teachers explore their own beliefs and practices in language teaching.



By making use of your personal, academic, and professional knowledge, brainstorm ideas/provide examples for each of the aspects listed above.

Sample questions to discuss:

- How many objectives can you come up with when it comes to teaching / learning English?
- How many classroom activities can you think of?
- How might teachers behave/teach/act?
- How about the students?



4. Match the method with a picture. Discuss what you know about these methods in pairs. Share your experience and preferences.

- a) Which is your favourite method and why?
- b) Which methods were used when you were a school/university language learner?
- c) What does the choice of method depend on?
- d) Are there any worst and best methods? Why?
- e) Which of the methods in the list are still popular nowadays?
- f) Can you name any newest methods?

QUIZZZZ!!

WHAT METHOD/ APPROACH IS THAT?

- TBLT – task based language teaching (1980)
- Suggestopedia, SALT (1979)
- Communicative approach (1960s)
- TPR – total physical response (1970)
- Audiolingual (1940-50s)
- GTM – Grammar translation (16<sup>th</sup> century)














5. Have a group discussion (divide in 2 groups with opposite views).

**"method is dead",**  
so go loose,  
don't learn  
anything, teach  
naturally, and  
use whatever's  
handy!

there is always **"the best"** method or approach (usually the one they prefer to use), so go learn it and stick to it!

The widespread dissatisfaction with the conventional concept of method has produced... a "postmethod condition"

Kumaravadivelu, B (1994) 'The Postmethod condition: (E)merging language strategies for second/foreign language teaching' TESOL Quarterly, 28, p.43

**Do you agree with this quotation?**



## 6. Study the table representing both classical and modern methods.

LESS FLUENCY – MORE ACCURACY			
<b>method, approach</b>	Grammar-Translation Method, Bilingual Method	Oral Method (substitution patterns); Audiolingual Approach (Shadowing); Comprehension Method; Cognitive-Code Approach	Total Physical Response (TPR); Crazy English; Silent Method / Suggestopedia
<b>focus on</b>	drill, meaning, analogy, structure, accuracy	structure, analogy, memorization of chunks, drill, accuracy, fluency	stress reduction, memorization of chunks, drill, emotions, fluency
<b>techniques</b>	Dictionary work, learning words with translation, translating texts and exercises, explaining and learning grammar rules	Substitution exercises, mimicking dialogues, learning speech patterns with intonation, learning rules, dictation, retelling stories, grammar drills, eliciting rules, PPP	pantomime, acting games, learning patterns, repetitive 'free' listening, reproducing patterns and dialogues, holding up objects or acting out words, singing and dancing
LESS ACCURACY – MORE FLUENCY			
<b>method, approach</b>	Community Language Learning; Communicative Approach; Immersion, Direct, Natural Methods; Dogme	The Process Writing Method, Silent Way	Task-based learning and teaching (TBLT), Project method, CLIL, Self-organized Learning Environment (SOLE)
<b>focus on</b>	meaning, communication, collaboration, fluency, emotions	meaning, creativity, fluency, emotions, collaboration	searching and processing information, communication, collaboration, creativity, meaning, fluency, emotions
<b>techniques</b>	active and free group conversation, role play, interview, mingle activity, information gap, scavenger hunt, worksheets, question-answer exercises, 'one-minute talk' 'English-only challenge', simulation of real-life settings and situations	story-telling, parrotting, using real-life objects, question-answer exercise, role play, dictation, colored sound and word charts, non-verbal feedback, discussion boards and forums	collecting information on a subject, individual/pair/group work, performing projects, making reports, sorting and mind-mapping, problem solving tasks, quests and quizzes, developing a product, "read/listen and do", guessing games, questionnaires

### Discuss in pairs or mini-groups.



- 1) Which of the ideas are absolutely new for you?
- 2) Which of the methods & techniques do you regularly use in the classroom?
- 3) Which do you think is more important: accuracy or fluency? Why?
- 4) Do you think the choice of method and techniques depend on the learner's age? On the learner's needs and aims? How?



# 5 Popular ESL Teaching Methods Every Teacher Should Know

By Johanna Kawasaki



*There's no single way to teach English and, in fact, there have been many popular approaches over the years. These are a few of the top ESL teaching methods, including communicative language teaching (CLT) and total physical response (TPR), used in the classroom today. Learn more about these and other methods and how you can apply them to a real-life classroom.*

## Why learn ESL teaching methods?

There are many reasons why learning a few basic ESL teaching methods is a must for ESL teachers. Here are some ways that learning the most popular methods of teaching ESL can help you as an English teacher:

- ✓ Demonstrating knowledge of these ESL teaching methods and strategies makes you more marketable.
- ✓ Using TEFL/TESOL buzzwords during an interview can improve your chances of getting hired.
- ✓ Using a variety of methods in the ESL classroom makes you a more effective and engaging teacher.
- ✓ Understanding pedagogy helps you design better ESL materials and lessons.
- ✓ Learning methodology can help you strategically use learning objectives that will benefit your students.

## What are some popular ESL teaching methods?

### *Method #1: Direct method*

For the direct method, all teaching is done in the target language. Translations are not allowed in class, and the focus lies heavily on speaking instead of grammar. As a result, the direct method is a very student-centered strategy that has gained popularity in recent years.

Students are supposed to learn the target language naturally and instinctively, which is why the direct method is also called the “natural approach.” Mistakes are corrected as they happen in class, and teachers reinforce the correct usage of the language with praise. This method is frequently used when teaching English online. Many virtual ESL companies require teachers to only speak English during class to encourage an immersive experience.

### *Method #2: Communicative language teaching (CLT)*

Communicative language teaching is perhaps the most popular approach among the methods of teaching ESL today. CLT emphasizes the student's ability to communicate in real-life contexts. As a result, students learn to make requests, accept offers, explain things, and express their feelings and preferences.

Additionally, since CLT focuses on teaching language through real-world assignments and problem-solving, it's less concerned with grammar accuracy and instead focuses on fluency.

### *Method #3: Task-/project-/inquiry-based learning*

This teaching strategy for ESL students can sometimes be considered a part of CLT, but it heavily emphasizes the students' independence and individuality. Inquiry-based learning is a modern approach that is becoming widely popular in schools all over the world. By asking questions and solving problems, with the teacher as a mere learning facilitator, student motivation and participation in tasks and projects are thought to increase.

### *Method #4: Total physical response (TPR)*

Next is the Total Physical Response (TPR) method. You may have heard of this teaching strategy for ESL before, but what exactly is TPR? Total Physical Response has become a very popular approach in which students react to the teacher with movement. Some examples include miming, gesturing, or acting out the language.

For example, the teacher and students might make an exaggerated frown and pretend to cry when learning the word “sad.” TPR suggests that students learn the target language best through physical response rather than by analysis.

Additionally, TPR is often used when teaching English online and when teaching young learners, as it not only helps students remember vocabulary but also provides an outlet for their energy and helps them stay focused when sitting for long periods.

### **Method #5: An eclectic approach**

Many teachers choose from the collection of humanistic approaches (TPR, for example) and communicative approaches (the direct method and CLT). Often, they incorporate bits and pieces of many other teaching strategies for ESL learners and use what works best for their individual students. Generally speaking, there is no one-size-fits-all methodology. Each group of learners will have varying learning styles and preferences. For that reason, conducting a needs assessment is a great starting place for teachers who aren't sure which methodology, or methodologies, to apply.

For example, a teacher who uses mostly the direct method may occasionally do a lot of grammar explanation when preparing students for English proficiency exams, such as teaching Pearson Test of English (PTE) test prep, or a CLT advocate may borrow some aspects of the direct method or use TPR.



Another great way to combine or develop teaching methods is to frequently reflect on your teaching style by using a journal where you write down comments, note adjustments, and brainstorm how you can change certain methods or procedures if necessary.

The list of ESL teaching styles doesn't have to end here! You can find your own favorite TEFL/TESOL method from among those listed above, combine several strategies for teaching your ESL students, or develop your own ESL teaching methods and techniques.

<https://bridge.edu/tefl/blog/esl-teaching-methods/>

## **7. Read the text and choose the right answer:**

- 1) Which teaching method emphasizes making requests, explaining things, and expressing feelings and preferences?**
  - A. Direct method
  - B. Communicative language teaching (CLT)
  - C. Task-/project-/inquiry-based learning
  - D. Total physical response (TPR)
  
- 2) What is the main characteristic of the direct method?**
  - A. All teaching is done in the target language.
  - B. Translations are allowed in class.
  - C. Grammar is the main focus.
  - D. Teacher-centered approach.
  
- 3) Which teaching method encourages students to react to the teacher with movement?**
  - A. Direct method
  - B. Communicative language teaching (CLT)
  - C. Task-/project-/inquiry-based learning
  - D. Total physical response (TPR)
  
- 4) According to the text, why is learning a variety of ESL teaching methods important?**
  - A. It makes teachers more marketable.
  - B. It improves students' grammar accuracy.
  - C. It helps teachers design better ESL materials.
  - D. It ensures an immersive experience in class.
  
- 5) Which teaching method heavily emphasizes students' independence and individuality?**
  - A. Direct method
  - B. Communicative language teaching (CLT)
  - C. Task-/project-/inquiry-based learning

D. Total physical response (TPR)

**6) What is the purpose of using an eclectic approach in ESL teaching?**

- A. To incorporate bits and pieces of many teaching strategies.
- B. To focus on grammar accuracy.
- C. To encourage a student-centered approach.
- D. To teach vocabulary through physical response.

**7) How can reflecting on teaching style through journaling be beneficial?**

- A. It helps develop new ESL teaching methods.
- B. It allows teachers to make adjustments and changes if necessary.
- C. It improves students' fluency in the target language.
- D. It helps teachers prepare students for English proficiency exams.

**8. True OR False?**

- 1) The direct method is a student-centered strategy that focuses on speaking rather than grammar.
- 2) The direct method is also known as the "natural approach."
- 3) In the direct method, translations are allowed in class.
- 4) Communicative language teaching (CLT) emphasizes grammar accuracy over fluency.
- 5) Task-/project-/inquiry-based learning is a teaching strategy that emphasizes students' independence and individuality.
- 6) Total Physical Response (TPR) is a teaching method that involves students reacting to the teacher with movement.
- 7) TPR is commonly used when teaching English online and to young learners.
- 8) An eclectic approach involves using a combination of different teaching strategies.
- 9) Conducting a needs assessment is not necessary when choosing a teaching methodology.
- 10) Reflecting on teaching style through journaling is not recommended for ESL teachers.

**9. The last method mentioned in the text is called Eclectic. Have a look at the same idea presented through a metaphor. What do you think can be common between teaching and cooking?**

...An art of mixing and matching modern language teaching methods for maximum student success...

Cooking **FUSION ELT** is an art of putting together contrasting ingredients, cultures, approaches, methods, trends, technologies, traditions and ideas into your "dish" – an EFL lesson.

*Fusion cuisine combines elements of different culinary traditions that originate from different countries, regions, or cultures.*

10. Work in groups of 3. Study the effective examples of Fusion ELT below. Why do you think they are effective? Would you suggest using any other methods & techniques in each of the cases?

### APPLIED AND COMPUTER LINGUISTICS STUDENTS

### CASE # 1

**Context:** 2<sup>nd</sup> year of University BA programme, part-time online

**Group:** 12-15

**Period of training:** 1 semester, 102 hrs

**Age:** (18-20)

**Aim of general training:** Upper-Intermediate

**Entry level:** Intermediate+

**Specific purposes:** IT English, grammar accuracy, speech fluency, written translation skills

**TLM:** based on BA curriculum, the set of state standards and competences, university approved textbooks, authentic media materials



**Fusion:** lexical approach, grammar-translation, audiolingual (shadowing), task/project based collaborative learning, CLIL, communicative approach, process writing, reading method, bilingual method

### SVETLANA, LANGUAGE TEACHER FOR KIDS

### CASE # 2



**Context:** individual tutoring, offline

**Period of training:** 6 months, 104 hrs

**Age:** 27 y.o.

**Aim of training:** Advanced, +TOEFL preparation

**Entry level:** Upper Intermediate

**Specific purpose:** grammar accuracy, vocabulary expansion, classroom instruction language

**TLM:** customized curriculum depending on the needs of the student, grammar textbooks, Headway American, TOEFL preparation textbooks and authentic materials

**Fusion:** grammar-translation, audiolingual, shadowing, communicative approach

### SCHOOLERS

### CASE # 3



**Context:** language summer camp

**Period of training:** 3 weeks, 168 hrs

**Age:** 7-17

**Group:** 50-100 (academic groups of 12-15 students)

**Aim of training:** communication skills development

**Entry levels:** Starter+ - A2+

**Specific purpose:** fluency, breaking language barrier

**TLM:** tailor-made scheme of work (SOW) depending on age and level, authentic media

**Fusion:** immersion, communicative approach, TBLT, project-based, TPR, crazy English, community language learning, CLIL



# PROJECT TIME!

Choose a teaching context and “cook your soup” to provide most effective language learning possible.

Make sure to mix at least 3 methods, mention at least 7 techniques, state the main approach you will go by.

**Be ready to present your plans for the prospective learners to your peers!**

**1**

I want to understand my grandkids and speak with my daughter-in-law – she is British and they all live in the UK

**Age: 55+**  
**Context: individual tutoring**  
**Period of training:**  
**Entry levels: A1**  
**Purpose: fluency, breaking language barrier**

**2**

My Lizzy has been learning English for 2 years now in school, but she still can't read...

**Age: 10**  
**Context: group**  
**Period of training:**  
**Entry levels: Starter**  
**Specific purpose: learn to read and write**

**3**

We are a team of game developers. We can read professional texts, but we need to talk to clients...

**Age: 23-35**  
**Context: group**  
**Period of training:**  
**Entry levels: A2**  
**Purpose: fluency, talk to clients, email communication**

**LET'S COOK!**

- (1)  
 method  
 design  
 approach  
 procedure  
 technique
- (7)  
 1. B  
 2. A  
 3. D  
 4. C  
 5. C  
 6. A  
 7. B

- (8)  
 1. True  
 2. True  
 3. False - Translations are not allowed in class in the direct method.  
 4. False - CLT focuses on fluency rather than grammar accuracy.  
 5. True  
 6. True  
 7. True  
 8. True  
 9. False - Conducting a needs assessment is important when choosing a teaching methodology.  
 10. False - Reflecting on teaching style through journaling is recommended for ESL teachers.

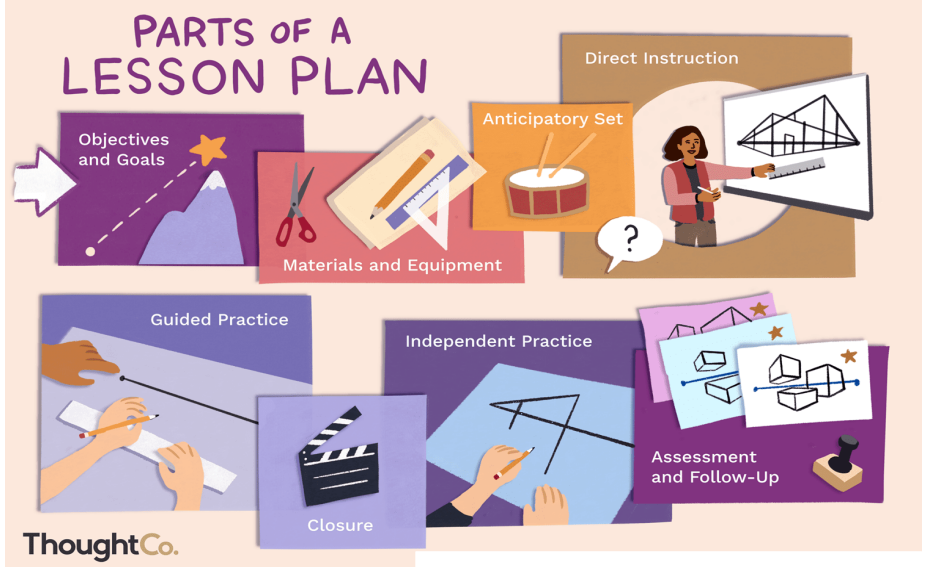


# Lesson planning

## Unit 3



“ before you start anything...learn how to finish it. ”



### For a starter:

look at the infographics. Think of some words to suit each step of lesson planning. Answer the questions.

## 4 steps for effective LESSON PLANNING

### Goals



What do you want students to be able to do, know, or understand by the end of the lesson?

### Actions



How are you going to break down the substance of the lesson, to help students reach the goal?

### Demonstrations of Learning



How will you, and your students, know if they have achieved the goal?

### Environment



What do you physically need to do to facilitate the learning?

## 1. Which do you think are good examples of aim setting? Why? Discuss with a partner.

1. How to talk about a job you enjoy
2. Faces and names: countries. grammar: he, she, it, is, where are you from? Where is he from? Is he... yes he is / No he isn't
3. Learn how to talk about injuries
4. I am taking a task-based learning approach and simulating the task with a case study: how to present a new idea to a group of investors.
5. Learn how to use Past Simple
6. Learn the vocabulary on the topic "Books"



2. Read the text about G.A.D.E. approach to lesson planning. Compare the answers in the text with your answers at the beginning of the unit. Have you learnt anything new from the text? Which ideas do you find useful and worth a try?

## SIMPLE STEPS FOR EFFECTIVE LESSON PLANNING

Whether your lesson plans are detailed multi-page documents submitted to your administration each week, or they're mostly post-it notes with concise bullet points, effective lesson planning requires strategy and intent. Great lessons need clear direction, purpose, pacing, and solid pedagogy.

While planning such successful, well-balanced, dynamic lessons takes time (think of all those observation lessons), if you get into a strong habit of working through a few key steps, it simplifies the whole process. And, as with all habits: the more you do it, the easier it becomes. Soon you internalise the steps and find yourself doing them without even realising it.

Below are the four simple steps - G.A.D.E - I go through in my mind every time I plan a lesson. Do I always write them out in detail? Nope, but I still always work through them as I plan.

*“ What do you want students to be able to do, know, or understand by the end of the lesson? ”*

The most effective way to plan a route for a journey, is to start with knowing where you are trying to get to, right? Instruction is most effective when you, and your students, have a firm idea of the goal. When they know what they are working towards, the lesson is far more purposeful. Your goal should be able to be expressed in a single sentence or two: the more focused it is, the easier it is for students to digest and understand. I even suggest writing this on the board at the start of the lesson, for students to be able to see and reference.

### Examples of Goals:

- Students will understand the impact of varying sentence patterns, in term of creating tone.
- Having read chapter 5 of *The Great Gatsby*, students will be able to explain how an author develops a character in a narrative through the use of indirect characterization.
- Students will be able to effectively back up their thoughts and ideas with appropriate textual evidence.

*“ How are you going to break down the substance of the lesson, to help students reach the goal? ”*

This is the nuts and bolts of the lesson: the lecture, activities, exercises, etc. Ask yourself: What are the most effective methods to help guide students to the goal: A lecture? A group discussion? A reading exercise? Worksheet practice? A video? A writing exercise? Station work? The key here is

breaking the lesson down into varied, manageable chunks: rarely should you plan a 60-minute lesson with just one single activity. You want to think about dividing the class up into 10-20-minute segments with varied activities and modes of learning: all geared towards the overall goal.

#### **Examples of Segments for a 60-minute lesson:**

5 min: Provocation - some sort of hook for the lesson to pre-test knowledge, or incite intrigue and interest.

10 min: Paired work

15 min: Teacher-led lecture and discussion

20 min: Individual work to practice a skill

10 min: Reflection and assessment of learning

*“ How will you, and your students, know if they have achieved the goal? ”*

This does not always have to be a large assessment task: that would perhaps be a unit goal. However, you should be able to place small milestones in every lesson to assess whether or not students are gaining knowledge, or developing their skills, and this need to be intentional. It may be a summative assessment task, but in the daily lesson it would likely be formative assessment. This should be a conscious decision when planning the lesson.

#### **Examples of Opportunities for Demonstrations of Learning:**

- Ask strategic questions: “How do you know that? Why did you write that?”
- Use exit slips
- Have students produce something which requires them to use what they have learned
- Anonymous class polls or quizzes (or Kahoots!)
- Self-reflections or evaluations
- Written work / Projects

*“ What do you physically need to do, to facilitate the learning? ”*

Once you know the purpose of the lesson, and have a firm understanding of the activities and elements of the lesson, think about what you need to *do* to prepare. While this might be gathering resources, photocopying, finding passages, etc., it also should be about the space of the classroom: how best to facilitate the most effective lesson for your purpose. Think about desk layout, visual displays, seating arrangements, etc.

#### **Example of Environmental Elements**

- Move the desks into groups / pairs / individual etc.
- Print, layout and organize materials
- Have a specific song playing which relates to the lesson, for when students enter.
- Create spaces around the room for station work or gallery walks etc.

### 3. Answer the questions

1. Why is it important to have a clear goal for your lesson?
2. What are some examples of goals that can be used in lesson planning?
3. How should the lesson be broken down into segments, and why is this important?
4. Can you provide an example of how a 60-minute lesson can be divided into segments?
5. Why is it necessary to include opportunities for demonstrations of learning in every lesson?
6. What are some examples of opportunities for demonstrating learning that can be incorporated into a lesson?
7. Besides gathering resources and photocopying, what other aspects of the classroom environment should be considered when preparing for a lesson?

### 4. Think of Russian equivalents to the collocations from the text

- detailed multi-page documents
- mostly post-it notes
- effective lesson planning
- solid pedagogy
- successful, well-balanced, dynamic lessons
- firm idea of the goal
- most effective methods to help guide students to the goal
- varied, manageable lesson chunks
- some sort of hook
- teacher-led lecture and discussion
- reflection and assessment of learning
- large assessment task
- small milestones in every lesson
- anonymous class polls or quizzes
- desk layout
- visual displays
- seating arrangements

### 5. Translate into Russian. Be ready for back translation.

1. The lesson plan consisted of detailed multi-page documents that outlined every aspect of the instruction. 2. The teacher used mostly post-it notes to label each activity on the lesson timeline. 3. She was known for her effective lesson planning, which resulted in higher student achievement. 4. Her solid pedagogy allowed for engaging and meaningful lessons. 5. With a firm idea of the goal in mind, she was able to create successful, well-balanced, dynamic lessons. 6. Having a firm idea of the goal gave her lessons more purpose and made them far more purposeful. 7. The teacher used the most effective methods to help guide students to the goal, resulting in high levels of understanding. 8. Each lesson was broken down into varied, manageable chunks to ensure student success. 9. Provocation, in the form of an intriguing question or interesting activity, was used as a hook to engage students' attention. 10. Paired work was a regular part of the lesson structure, allowing for collaboration and critical thinking. 11. The teacher utilized both teacher-led lecture and discussion as well as student-led activities to keep the lesson interactive and engaging. 12. Reflection and assessment of learning were essential components of her lesson planning to ensure student mastery. 13. Small milestones were incorporated into every lesson, providing students with a sense of accomplishment and motivation. 14. Self-reflections or evaluations were frequently used to help students monitor their own progress and set goals for improvement. 15. When planning a lesson, it is important to prepare the most effective lesson for your purpose and objectives. 16. The teacher carefully considered the desk layout to promote collaboration and minimize distractions during group work. 17. Visual displays were used to enhance the lesson and provide visual aids for students to better understand the concepts being taught. 18. Seating arrangements were adjusted based on the type of activity to maximize student engagement and learning. 19. Creating spaces around the room, such as a cozy reading corner or a designated group work area, helped to create a positive and interactive learning environment. 20. Collaborative lesson planning with other teachers allowed for the creation of engaging and meaningful lessons that met the educational goals of the curriculum.



**6. What do you do at each stage of the lesson? Match the ideas in 2 columns. Can you come up with the exact words/sentences to introduce each of the lesson stage?**

Warm-up	Watching & filling; Reading & matching; Looking & Guessing; Listening & Repeating; Revising & Expanding...
Lead-in	Looking & Predicting; Skimming/Scanning/Listening & Choosing/Filling/Answering; Discussing & Presenting opinions
Vocabulary presentation/practice	Thanks; Announcements; Reminders
Grammar demonstration/practice	Listening & Getting into the context; Choosing & Saying; Listening & Answering; Planning & Presenting
Listening/Reading practice	Statements or Interrogatives to introduce/revise the topic; Describing pictures; Sharing impressions; Matching ideas; Brainstorming ideas...
Speaking practice	Listening/Watching & Understanding; Filling & Explaining; Listening & Repeating...
Saying goodbye	Small talk, yes/no questions, open questions

**7. Match the lesson stage with the phrases you can use at it.**

- Warm-up
- Lead-in
- Vocabulary presentation/practice
- Grammar demonstration/practice
- Listening/Reading practice
- Speaking practice
- Saying goodbye

Stand up. Clap clap. Arms up. Clap clap. Step step. Arms down. Clap clap, please sit down.

Look at the names of the countries in ex.3. Listen and repeat the countries

Now I tell you an animal and you mime it.

Ask your partner, where you are from

Thank you very much. You were perfect today.

Nice to see you all again! How are you today?

Today we're starting a new topic. It's called

as we start talking about injuries of different parts of the body, let's revise them

Now, let's listen and check.

Pick a card and find your partner!

How are you today? How is your life? What did you do two weeks ago? What have you done recently?

What is the difference between these two sentences?



**8. Study the types of lesson structure below. Discuss with a partner:**

- 1) Which do you think is the most common lesson structure? Why?
- 2) Which of the structures do you mostly use? Which would you like to try? Which do you find the least passable for your teaching style?
- 3) How can the choice of the lesson structure depend on the aim set? Think of examples

PPP (PRESENTATION, PRACTICE, PRODUCT)	TTT (TEST, TEACH, TEST)	TBL (TASK-BASED LEARNING)
language item presented by the teacher > then practiced in a controlled way by the learners > used by the learners in freer practice activities	the learners are required to perform a task independently > language analysis by the teacher > doing a similar/the same task again	the teacher explores the topic with the class (pre-task phase) > task, plan, report (task circle) > analysis & practice (language focus)
<u>Teacher-centred</u>	Variation on PPP	<u>Learner-centred</u>
+ good for novice teachers, clear traditional structure, high level of accuracy - may be irrelevant to students' needs	More student independence but still high level of teacher involvement	+ encourage collaborative work, real communication before analysis, good for mixed-ability classes - Randomness
Result: lexical & grammatical accuracy		Result: fluency, lexical complexity and syntactic complexity

### 9. For activities below state the method/approach used. Explain your ideas.

1. Activity with a task and discussion of the task → activity to focus on language used in the task
2. Grammar rule → students translate a text
3. The teacher presents language items as instructions → the students do the actions → the students give the instructions
4. Lead in → pre-teach key vocabulary → gist task → detailed comprehension task → follow up productive activity
5. Activity with a task to see if students can use a particular structure → the teacher presents the new language to the students → students do another task using new language
6. The teacher presents the language in context → controlled practice activities → less controlled → freer practice
7. Activity with examples of the target language provided → activity for students to work out language rules for themselves → activity for students to practice the language
8. Activity for students to 'notice' words or chunks of language → discussion of the meaning of the chunks of language → activity to practise the language

### 10. Sort the ideas into 2 columns below.

#### Which do you think is more challenging in planning: offline or online classes?

need more time to plan activities; mingle activities – hardly possible in class; lots of free activities at hand; slow speed of the class; work in mini-groups, mingle activities effective and fun – easy to organize; easy to create a friendly atmosphere; new forms & activities, visually appealing, no need to print; different ways of organizing effective control; easy to appeal to personalities and what's around them

Online classes	Offline classes

## 11. Share your experience in planning online and offline lessons with your peers.



- 1) Which classes do you like more and why?
- 2) Do you write/type your lesson plans or not? Why?
- 3) Which tools for planning do you make use of? Which is your favourite and why?
- 4) Do you use ready-made lesson plans as they are or do you prefer make changes in them? Do you always make your own lesson plans?

## 12. While making up a lesson you are supposed to plan exercises to help you get the aim set. Look at the types of exercises below and answer the questions:

### Language exercises

### Speech exercises

### Communication exercises

- A. Which of them focus on the content (WHAT?) – developing speech skills based on language skills?
- B. Which of them focus on the form (HOW?) – developing phonetic, lexical, grammatical skills?
- C. Which of them focus on the situation (WHY?) – developing practical use of the language?
- D. Which of them are good for presentation stage, memorizing the form, syntactic structures?
- E. Which of them are good for developing confident speaking skills based on acquired language & speech skills?
- F. Which of them are good for good for practicing new material, reviewing what's been learned, reading and listening comprehension?

## Below are the 3 sets of exercises. Label them with their type.

- A. Q & A, learning speech patterns with intonation, retelling, reproducing patterns and dialogues, 'one-minute talk', 'English-only challenge', etc. \_\_\_\_\_
- B. Role-play, discussions, projects, case studies, interview, mingle activity, information gap, projects, problem solving tasks \_\_\_\_\_
- C. Dictionary work, translating texts and exercises, explaining and learning grammar rules; dictation, grammar drills, etc. \_\_\_\_\_

## 13. Different types of exercises are better used at different stages of the lesson.

Discuss with a partner the following recommendations:

- 1) Language exercises should not occupy the main part of the lesson.
- 2) Speech exercises are important as an intermediate stage between language and communication exercises and most often take the most part of the lesson.
- 3) Communication exercises are usually used at the end of the lesson/unit as a summarizing instrument. It is advisable to integrate them into the final stage of every

14. Work in pairs. Each of you gets a plan with the gaps naming the lesson stages. Talk to each other to complete the plan template. Then discuss the plan. Make notes on pluses and minuses of the plan. What would you change? Why?



## Student A

**Level:** Intermediate      **Length of lesson:** 50 minutes      **Topic:** extra lessons

1) \_\_\_\_\_ : to practise the skills of listening for gist and listening for detail, and to provide practice in the language of the topic

2) **Subsidiary aim:** to develop oral fluency

3) \_\_\_\_\_ : to simplify teacher language in class

4) **Assumptions:** students will be interested in the topic as it is relevant to them

5) \_\_\_\_\_ and 6) **solutions:** two of the students are less good at listening so the recording will be difficult. I'll pair them with stronger students for support

Stages/Time	Stage Aims	Procedure	Int	Aids
7) <b>Lead in</b> 5 minutes	8) _____ _____	Ask the students if any of them do extra lessons after school, what kind they do and if they enjoy them.	W/C	
9) _____ 5 minutes	to help students understand vocabulary in the recording	Elicit/teach: <i>enjoyable, boring, expensive, time-consuming, exciting</i> , then write them on the board.	W/C	B
<b>Drill</b> 10) _____	11) to provide practice of new vocabulary	Choral drill, individual drill and ask students to give me examples of the words in sentences.	12) W/C	B
<b>Lead in to recording and set task</b> 5 minutes	to provide practice in predicting content	Write the title of the recording on the board: ' <i>Never waste a moment after school</i> '. Students 13) _____	W/C S→S	B
<b>Recording x1</b> 14) 3 minutes	to provide practice in listening for gist	Students listen to the recording to check their predictions.	15) S	CD
<b>Feedback</b> 2 minutes	to check answers	Students share their answers in open class.	W/C	
<b>Recording x2 and 3</b> 6 minutes	to provide practice in listening for detail	Hand out worksheet. 16) _____ _____	W/C	17) W/S
<b>Pair check</b> 3 minutes	to encourage peer cooperation	18) Students check their answers in pairs.	19) _____	
<b>Feedback</b> 3 minutes	to check answers	Report back on answers.	W/C	
<b>Class survey</b> 9 minutes	to develop oral fluency and provide practice	Put students into groups with a worksheet. Students carry out a class survey on the topic in groups.	SS→S	20) _____
<b>Feedback</b> 4 minutes	to allow students to share views	Report back and class discussion of survey results	W/C	

**Key to symbols:**

Int = interaction pattern	SS→S = students work in groups	B = board
W/C = whole class	S = students work individually	CD = compact disc
S→S = student to student	W/S = worksheet	



## Student B

**Level:** Intermediate    **Length of lesson:** 50 minutes    **Topic:** Extra lessons

**1) Main aim:** to practise the skills of listening for gist and listening for detail, and to provide practice in the language of the topic.

**2) \_\_\_\_\_:** to develop oral fluency.

**3) Personal aim:** to simplify teacher language in class.

**4) \_\_\_\_\_:** students will be interested in the topic as it is topical for them.

**5) Anticipated problems and 6) \_\_\_\_\_:** two of the students are less good at listening and the recording will be difficult. I'll pair them with stronger students for support.

Stages/Time	Stage Aims	Procedure	Int	Aids
<b>7) _____</b> 5 minutes	<b>8)</b> to create interest in the topic	Ask the students if any of them do extra lessons after school, what kind they do and if they enjoy them.	W/C	
<b>9) Pre-teach vocabulary</b> 5 minutes	to help students understand vocabulary in the recording.	Elicit/teach: <i>enjoyable, boring, expensive, time-consuming, exciting</i> , then write them on the board.	W/C	B
<b>Drill</b> <b>10) 5 minutes</b>	<b>11) _____</b>	Choral drill, individual drill and ask students to give me examples of the words in sentences.	<b>12)</b> _____	B
<b>Lead in to recording and set task</b> 5 minutes	to provide practice in predicting content.	Write the title of the recording on the board: ' <i>Never waste a moment after school</i> '. Students <b>13)</b> predict the content of the conversation in pairs	W/C S→S	B
<b>Recording x1</b> <b>14) _____</b>	to provide practice in listening for gist.	Students listen to the recording to check their predictions.	<b>15)</b> _____	CD
<b>Feedback</b> 2 minutes	to check answers	Students share their answers in open class.	W/C	
<b>Recording x2 and 3</b> 6 minutes	to provide practice in listening for detail	Hand out worksheet. <b>16)</b> Students listen to the recording (twice) and do the comprehension exercise.	W/C	<b>17)</b> _____
<b>Pair check</b> 3 minutes	to encourage peer cooperation	<b>18) _____</b>	<b>19)</b> S→S	
<b>Feedback</b> 3 minutes	to check answers	Report back on answers	W/C	
<b>Class survey</b> 9 minutes	to develop oral fluency and provide practice	Put students into groups with a worksheet. Students carry out a class survey on the topic in groups.	SS→S	<b>20)</b> W/S
<b>Feedback</b> 4 minutes	to allow students to share views	Report back and class discussion of survey results	W/C	

**Key to symbols:**

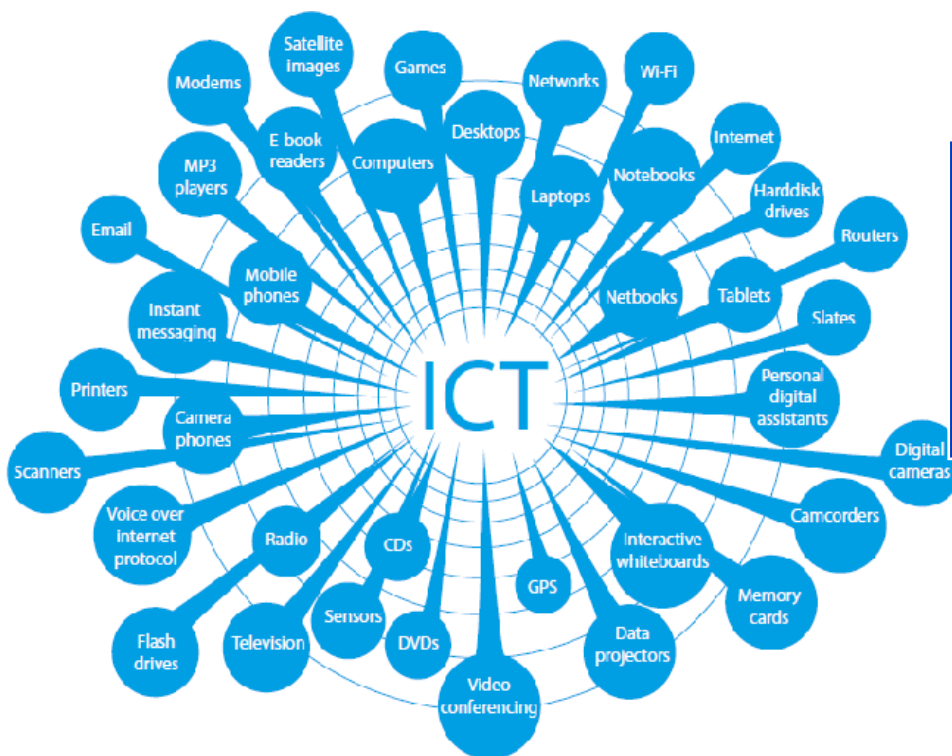
Int = interaction pattern	SS→S = students work in groups	B = board
W/C = whole class	S = students work individually	CD = compact disc
S→S = student to student	W/S = worksheet	

(9)

1. TBL
2. Grammar-translation
3. TPR
4. Skills-based lessons
5. TTT
6. PPP
7. Guided discovery
8. Lexical approach

## Unit 4

## Computer Assisted Language Learning (CALL)



**Computer Assisted Language Learning (CALL)** refers to the use of technology to aid the teaching and learning of a language. It involves the use of computers, software, and the internet to provide interactive and engaging learning experiences for learners. CALL can be an approach to teaching and learning languages in which computer, computer-based resources and information technology are used to present, reinforce and assess material to be learned. Some examples of CALL tools include language learning software, online language courses, language learning apps, and language exchange platforms.

Information and Communication Technology, or ICT, refers to technological tools that are used to communicate and to manage information. Although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems that combined allow people and organizations (i.e., businesses, non-profit agencies, governments and enterprises) to interact in the digital world.

ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast -- all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics.

### For a starter:

1. What modern ICTs do you use on a regular basis?
2. Which of them do you use in your classes?
3. How do you use information technologies in your teaching routines?
4. Have you used AI in teaching or preparing lesson plans?
5. Which of the ICT in the picture above are modern or antiquated?
6. Are your students tech-savvy? Do they use ICT for learning English?

What do these abbrevs stand for?

CALL MALL ICT AI CAI CALA CAGL LMS MOOC OER

Use <https://sites.google.com/kku.edu.sa/digital-language-learn-teach/common-dllt-abbreviations>



“Technology will never replace great teachers, but in the hands of great teachers, it’s transformational.” - George Couros

# The use of technology in language teaching

Before the computing era (or at least before computers became readily available and affordable), technology in teaching typically encompassed the use of television and video resources, language laboratories, cassettes and – perhaps – an overhead projector. It might also have included the use of a photocopier. In many schools and teaching centres these still make up the greater part of those tools regularly used for both preparation and teaching, but the quiet revolution of technology has meant that many teachers around the world are more likely these days to be found blogging and updating their *wikis* than they are cutting pictures out of magazines and sticking them on sheets of paper, or creating a new podcast for their learners rather than lining up the next listening exercise on the cassette or CD.

When computers first became financially viable for teachers on a personal level in the mid-eighties, they were little more than glorified typing machines. This was an era in which few saw a great future for personal computing, and Bill Gates was often quoted as considering that “640kb of RAM ought to be enough for anyone”.

Computer-assisted language learning (CALL) activities of the day were typically *Storyboard*, programming in BASIC, text reconstruction software, etc. Essentially then, the first introduction of computers in teaching involved solitary work on behalf of the teacher – preparing worksheets or basic electronic exercises for their learners to use, often on a woefully under-powered machine.

This state of affairs continued into the early nineties. Around this time schools and language centres began to invest in computer labs and – predominately - CDROM-based multimedia materials, particularly from the coursebook publishers, with it becoming almost *de rigueur* to attach some kind of electronic media to every publication.

By the mid-nineties, computer facilities were often largely devoid of learners and severely under-used, and the notion of CALL often discredited in the minds of many teachers. There are a variety of reasons for this: lack of training, paucity of good materials, the usual pressures on teachers’ time, and what often seemed like an in-built aversion to technology use. Yet a resurgence was just around the corner as we headed towards the wired age.

It is arguably the case that technology in language teaching really came of age when the hardware caught up with our expectations, and when the Internet first appeared, encouraging – as its basic premise – both knowledge sharing and communication – two things it shared with language learning. Perhaps more importantly it opened up the possibility of widening our horizons beyond our own teaching context and our own countries.

And interested teachers around the world somehow began to find each other and to get together to explore this new and exciting medium together. A lot of the early experiments involved the use of email and chat as the primary media, largely due to the fact that they weren’t bandwidth hungry and could be used on slower connections.

Early projects included email *penpal* exchanges between learners in different countries, and regular chat sessions between different countries and cultures. Early users of these technologies were quick to realise the potential for widening the teaching space and bringing the real world into their classrooms. In these days of Web 1.0 few educators had the vision, resources or tools to look beyond using the Internet as a source of information. These were primarily the days of static pages and we were, predominately, consumers of the information they contained.

Teachers also experimented with an early form of blended learning, recommending banks of exercises online that learners could use outside class times. Although the majority of these sites provided mechanical exercises, they proved popular with learners who wanted extra practice or were weaker at some aspects of the language. These days one can find many hundreds of such sites, both free and paying.

And yet it was still obvious, even after six or seven years of the Net being available that whilst half of the world was using it in their everyday lives, it still hadn’t been taken up in the classroom. Our mistake in those days was, perhaps, to consider technology to be something special. This can, to a certain extent, be explained by the novelty factor of it all. With more and more teachers discovering the Net every day, it was still very much a new resource – and new resources, as we know, take some time to become normalised. In essence, we were making too much of it, turning the use of the Net in our teaching into some kind of special event.

Infrastructure was partially to blame – if one has to take learners from one space (the classroom) to another (the computer room) then this breaks up the class and contributes, at least partially, to the isolation of technology. It remains ‘outside’ the classroom.

In the past few years, steps have been taken to remedy this by avoiding the construction of computer labs, and putting one or two connected computers in each class, often with a data projector in order to exploit the resource on a whole class level. In the last couple of years electronic whiteboards may have replaced this set up in those centres with the economic resources to fit them – and IWBs may well be the first example of technology being ‘normalised’



**Gavin Dudeney and Nicky Hockly** are the directors of The Consultants-E, an online training and development consultancy. They run in-service online teacher development courses on a wide range of ICT topics for teachers. Their flagship courses include the new 120-hour Cert ICT: Certificate in Teaching Languages with Technology, fully validated by Trinity College London, and the first online Cert IBET (Certificate in International Business English Training) - this new international qualification is jointly validated and managed by English UK and Trinity College London. Further information at [www.theconsultants-e.com](http://www.theconsultants-e.com)

**1. Read the text about CALL. Complete the sentences with the appropriate phrases.**

- 1) Before the computing era, technology in teaching typically involved the use of television, video resources, language laboratories, cassettes, and \_\_\_\_\_.
- 2) Computers first became financially viable for teachers in the \_\_\_\_\_.
- 3) Computer-assisted language learning (CALL) activities in the early days involved solitary work by teachers, typically preparing worksheets or basic electronic exercises for their learners on \_\_\_\_\_.
- 4) During the early nineties, computer labs were invested in, and CDROM-based multimedia materials became popular, often attached to \_\_\_\_\_.
- 5) The Internet opened up the possibility of widening our horizons beyond our own teaching context and our own countries by encouraging \_\_\_\_\_ and \_\_\_\_\_.

**2. Go through the following questions based on the text. Make 5 more questions to check understanding. In pairs take turns to answer the questions. Take notes while your partner's talking, add, agree or disagree with what they say. Correct mistakes if any.**

- 1) What were some technology tools commonly used by teachers before computers became readily available?
- 2) Why were computers initially considered to be little more than glorified typing machines?
- 3) Why did computer labs become largely under-used in the mid-nineties?
- 4) What were the early experiments involving email and chat in language teaching?
- 5) How did the Internet change the teaching space?
- 6) What were the reasons for the discrediting of CALL in the minds of many teachers in the early nineties?
- 7) What kind of exercises did early users of the Internet recommend to learners for extra practice?
- 8) What infrastructure change has been made in recent years to integrate technology into the classroom better?

**3. Give definitions and translations for the words and phrases:**

Word/Phrase	Definition	Translation
wiki		
RAM		
Story Board		
Bandwidth hungry		
Blended learning		
Web 1.0		
Data projector		
IWB		
encompass		
glorify		
woefully		
discredit		
in-built aversion to		
resurgence		



#### 4. Discuss with a partner:



1. How has technology impacted language learning in your opinion?
2. What are the advantages and disadvantages of using computer-assisted language learning?
3. Do you think traditional teaching methods are still important in the digital age? Why or why not?
4. Are you experimenting with any new CALL methods or ideas? Which do you use on a regular basis?

#### 5. Before reading each part of the text, in pairs or groups discuss the questions in the headings.

## Components of ICT

ICT, or information and communications technology (or technologies), is the infrastructure and components that enable modern computing.



<https://www.techtarget.com/searchcio/definition/ICT-information-and-communications-technology-or-technologies>

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- What are the recent achievements in robotics? Have you thought about any potential dangers of information technologies?

By Mary Pratt



ICT is sometimes used synonymously with IT (for information technology); however, ICT is generally used to represent a broader, more comprehensive list of all components related to computer and digital technologies than IT.

The list of ICT components is exhaustive, and it continues to grow. Some components, such as computers and telephones, have existed for decades. Others, such as smartphones, digital TVs and robots, are more recent entries. ICT commonly encompasses the application of all those various components. It's here that the real potential, power and danger of ICT can be found.

- Be ready to explain how these ICT components function and what they are for:

cloud computing, software, hardware, internet access via cable/Wi-Fi, Big data, communication technologies, digital transactions

- What are ICT's societal and economic impacts?

ICT is leveraged for economic, societal and interpersonal transactions and interactions. ICT has drastically changed how people work, communicate, learn and live. Moreover, ICT continues to revolutionize all parts of the human experience as first computers and now robots do many of the tasks once handled by humans. For example, computers once answered phones and directed calls to the appropriate individuals to respond; now robots not only can answer the calls, but they can often more quickly and efficiently handle callers' requests for services. ICT's importance to economic development and business growth has been so monumental, in fact, that it's credited with ushering in what many have labeled the Fourth Industrial Revolution. ICT also underpins broad shifts in society, as people en masse are moving from personal, face-to-face interactions to ones in the digital space. This new era is frequently termed **the Digital Age**.

For all its revolutionary aspects, though, ICT capabilities aren't evenly distributed. Simply put, richer countries and richer individuals enjoy more access and thus have a greater ability to seize on the advantages and opportunities powered by ICT, but the industry is growing exponentially. Such discrepancy in access to ICT has created the so-called **digital divide**. The World Bank, numerous governmental authorities and non-government organizations advocate policies and programmes that aim to bridge the digital divide by providing greater access to ICT among populations struggling to afford it.

In 2016 more than 80% of people worldwide had access to a cellphone. In 2023, the number of smartphone users in the world today is 7.33 billion, which translates to 90.90% of the world's population owning a smartphone. However, internet access through either mobile or fixed Broadband remains prohibitively expensive in many countries due to a lack of ICT infrastructure. As of July 2023, there were 5.19 billion internet users worldwide, which amounted to 64.6% of the global population. By the way, of this total, 4.88 billion, or 59.9% were social media users.

### • What are positive and negative impacts of advances within ICT?

For businesses, government, or education, advances within ICT have brought a slew of cost savings, new opportunities and conveniences. They range from highly automated businesses processes that have cut costs, from the big data revolution

where organizations are turning the vast trove of data generated by ICT into insights that drive new products and services, offer lifelong learning to everyone, to ICT-enabled transactions such as internet shopping and telemedicine and social media that give customers more choices in how they shop, educate themselves, communicate and interact.

But ICT has also created problems and challenges to organizations and individuals alike -- as well as to society as a whole. The digitization of data, the expanding use of high-speed internet and the growing global network together have led to new levels of crime, where so-called bad actors can hatch electronically enabled schemes or illegally gain access to systems to steal money, intellectual property or private information or to disrupt systems that control critical infrastructure. ICT has also brought automation and robots that displace workers who are unable to transfer their skills to new positions. And ICT has allowed more and more people to limit their interactions with others, creating what some people fear is a population that could lose some of what makes it human.

### • How does ICT development tell on traditional education and methodology?

<https://www.telefonica.com/en/communication-room/blog/advantages-disadvantages-icts-education/>

New technologies are transforming traditional education, allowing for new ways of teaching and learning. Traditional teaching transmitted from teacher to student is losing relevance as a consequence of the digital transformation of education. Digital tools support education professionals by allowing storage, processing, and sharing of teaching material. UNESCO states that ICT provides unlimited access to resources and information, improving teacher support and student learning quality. Digitalization emphasizes dynamism and student interaction, using simultaneous presentations, videos, applications, and didactic images. Information and communication technologies provide schools with new sources of information, enabling immediate inquiries and interactive applications.

The drive towards digitalisation has transformed teaching resources, giving greater emphasis to dynamism and student interaction with the subject matter. The use of simultaneous presentations, videos, applications and didactic images facilitates teaching, as it increases the involvement of students in the teaching process, as they are the protagonists and not the teacher, as stipulated by the traditional expository methodology. At the same time, they can access communication channels and interactive applications, such as chats and forums, which complement other tools such as e-mail, word processors, image editors, etc.

## 6. Let's see how well you have processed the information? Answer the questions:

- a) How has ICT revolutionized various aspects of human life?
- b) What is the Fourth Industrial Revolution, and how is it related to ICT?
- c) What is the Digital Age, and what are its implications for society?
- d) What is the digital divide, and why is it a concern?
- e) How have advances in ICT benefited businesses, governments, and education?
- f) What are some challenges and problems associated with advances in ICT?
- g) How has ICT impacted crime and security?
- h) How has automation and robotics affected the workforce?
- i) How has ICT transformed traditional education and teaching methods?

## 7. Only one answer is right. Choose the one:

- 1) **What is the Fourth Industrial Revolution?**
  - A. The revolution brought about by the invention of computers
  - B. The revolution brought about by the invention of robots
  - C. The revolution brought about by the invention of ICT
  - D. The revolution brought about by the invention of smartphones
- 2) **What percentage of the global population were internet users as of July 2023?**
  - A. 64.6%
  - B. 59.9%
  - C. 80%
  - D. 90.9%
- 3) **What is the term used to describe the shift from face-to-face interactions to digital interactions?**
  - A. Digital divide
  - B. Fourth Industrial Revolution
  - C. ICT infrastructure
  - D. Digital Age
- 4) **What is the digital divide?**
  - A. The gap between richer and poorer countries in terms of ICT access
  - B. The gap between smartphone users and non-smartphone users
  - C. The gap between social media users and non-social media users
  - D. The gap between internet users and non-internet users
- 5) **What are some advantages of advances within ICT?**
  - A. Cost savings, new opportunities, and conveniences
  - B. Increased crime rates and disruption of critical infrastructure
  - C. Displacement of workers and loss of human interaction
  - D. Limited access to resources and information
- 6) **How has ICT transformed traditional education?**
  - A. By making traditional teaching methods more relevant
  - B. By limiting student interaction with the subject matter
  - C. By providing unlimited access to resources and information
  - D. By emphasizing teacher support and student learning quality
- 7) **What tools support education professionals in the digital transformation of education?**
  - A. Storage, processing, and sharing of teaching material
  - B. Simultaneous presentations, videos, applications, and didactic images
  - C. Communication channels and interactive applications
  - D. E-mail, word processors, image editors, etc.

<https://www.youtube.com/watch?v=sXI-Sz3fC2k>



## 8. Watch “The Use of Technology to Enhance English Language Learning”

### Which statements are true or false?

1. Education technology is only important for teachers, not students. \_\_\_\_\_
2. Instructors need to be able to use digital repositories and web resources to create quality educational materials. \_\_\_\_\_
3. The university in the video is located in Hong Kong. \_\_\_\_\_
4. Students in the public speaking class provide instant feedback through Facebook. \_\_\_\_\_
5. The students' speeches are recorded and uploaded to a public YouTube channel. \_\_\_\_\_
6. Students in the public speaking class only receive feedback from their peers. \_\_\_\_\_
7. eBooks allow students to highlight, annotate, and make notes within the book itself. \_\_\_\_\_
8. The instructor in the video uses eBooks for all of their courses. \_\_\_\_\_
9. The instructor believes that classes should focus more on reading and comprehension exercises. \_\_\_\_\_
10. The online English enhancement videos on YouTube were created specifically for this course. \_\_\_\_\_

## 9. Fill in the gaps with the words or phrases:

**widgets, flipped, repositories, tailor-made to, instant feedback, integrating, facilitate, videos, inter-institutional, enhancement, educational, digital whiteboard, mind map, blended, self-evaluation, are using tailor-made e-books**

Key skills for instructors include the ability to \_\_\_\_ (1) learning in cyberspace by being able to utilize digital \_\_\_\_ (2) and web resources in preparing quality \_\_\_\_ (3) materials that aid teaching. I created a \_\_\_\_ (4) learning environment, \_\_\_\_ (5) support local Hong Kong students to learn English both inside and outside of the classroom. In addition to asking all the students in the class to provide \_\_\_\_ (6) to each speech through Twitter, the speech is also videotaped and uploaded onto a private YouTube channel in which each presenter must first review and provide a \_\_\_\_ (7). We are using \_\_\_\_ (8) for three English language core courses. Besides \_\_\_\_ (9) all multimedia, we also created a range of \_\_\_\_ (10) to allow students to highlight, annotate and make notes within the e-book itself, or even draw out ideas on a \_\_\_\_ (11) via the interactive \_\_\_\_ (12).

With these e-books, classes are \_\_\_\_ (13), readings and comprehension exercises are completed by the students on their own time, which in turn results in classes that are more engaging and communicative. We have developed online English \_\_\_\_ (14) \_\_\_\_ (15) on YouTube for students to learn different aspects of English. Our students can also practice their English on Online Learning Materials repository, which was developed from an \_\_\_\_ (16) collaborative online self-access project.

## 10. Discuss the questions in pairs:

- 1) How is education technology benefiting teaching?
- 2) What are some key skills for instructors in facilitating learning in cyberspace?
- 3) How is the university integrating teaching materials with mobile devices and online platforms?
- 4) Can you provide an example of a blended learning environment?
- 5) How does using Twitter and video-taping speeches enhance learning?
- 6) Why is self-awareness important in the learning process?
- 7) How does lecture-capture benefit students?
- 8) How do eBooks enhance the delivery of course materials?
- 9) What is the advantage of flipping classes with eBooks?
- 10) How are online English enhancement videos and the ICOSA project supporting student learning?

## 11. What do you think?



1. How do you think technology has changed the education landscape?
2. Have you ever used digital resources or online platforms for learning? How was your experience? Can technology improve the teaching and learning experience? What are the pros and cons for using them in your classroom?
3. Do you think online learning materials can enhance language skills more effectively than traditional ones? Why or why not?

## 12. Prepare a short talk on using CALL and ICTs in your own teaching (4-6 min.) and present it in a class conference.

(8)

1. C
2. A
3. D
4. A
5. A
6. C
7. A

(9)

1. False (Education technology is also an expectation of the students.)
2. True
3. True
4. False (They provide instant feedback through Twitter.)
5. False (The speeches are uploaded to a private YouTube channel.)
6. False (The presenter also provides a self-evaluation in front of the entire class.)
7. True
8. False (They use eBooks for three English language core courses.)
9. False (Classes focus more on demonstration and communication.)
10. True

(10)

- |                    |                         |
|--------------------|-------------------------|
| 1. facilitate      | 2. repositories         |
| 3. educational     | 4. blended              |
| 5. tailor-made to  | 6. instant feedback     |
| 7. self-evaluation | 8. tailor-made e-books  |
| 9. integrating     | 10. widgets             |
| 11. mind map       | 12. digital whiteboard  |
| 13. flipped        | 14. enhancement         |
| 15. videos         | 16. inter-institutional |

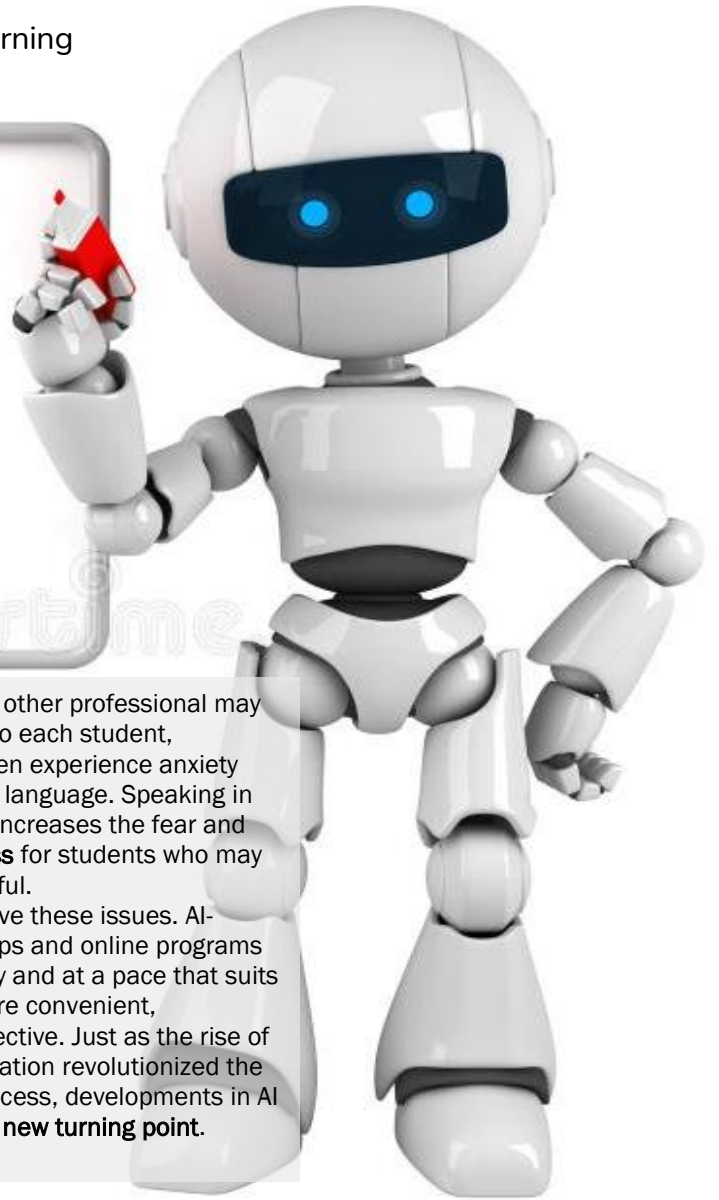


**For a starter:**

What is AI? Have you ever used AI for learning or for teaching? How was it?

**Unit 5****Artificial Intelligence  
in TEFL****THE BOONS AND THE BANES OF ICT  
USEFUL TOOLS, TIPS AND TRICKS**

dreamstime



Artificial intelligence and language studying **blend seamlessly** when it comes to online education. **AI-powered** language studying combined with the use of **neural network capabilities** is resulting in a new era of education for students and teachers alike. But how exactly can you use AI to improve learning outcomes for your students?

Mastering a new language can be difficult. Especially when traditional methods of teaching have limitations that make it harder for students to succeed. Textbooks, videos, and audio recordings include useful content but lack personalization.

Although a teacher or other professional may **tailor the curriculum** to each student, language learners often experience anxiety when speaking a new language. Speaking in front of other people increases the fear and can **hinder the process** for students who may otherwise be successful.

AI technology can solve these issues. AI-powered language apps and online programs can be used in privacy and at a pace that suits each student. They are convenient, personalized, and effective. Just as the rise of CALL and online education revolutionized the language learning process, developments in AI technology promise a **new turning point**.

**1. Read the texts. Have you learned anything new about AI?  
Discuss with a partner**

Many believe that to fully understand the peculiarities of a language, you must engage with native speakers. However, AI models replicate real speech and conversations with rapidly increasing accuracy. A language learning chatbot can respond to messages with personalized, relevant information. Language learners can use a chatbot to practice conversations without the anxiety they may feel when talking to a person.

**Language bots****Machine  
translation**

AI technologies such as neural machine translation improve the quality of translations and help with foreign languages. One method known as machine translation as a bad model helps students find and fix mistakes in the machine-translated text. Ultimately, this allows students to learn more about the language and improve comprehension, writing, and vocabulary.

People learn in different ways and at different speeds, so it's unreasonable to expect everyone to follow the same textbook and be equally successful. Personalized textbooks adapt to learners' needs based on individual progress. Textbook customization is of great value to teachers. Teachers can upload content into an AI system, which can then generate textbooks tailored to a specific school, course, or group of students.

**Personalized  
textbooks**

**2. Offer definitions for the collocations and phrases:**

tailor the curriculum	
hinder the process of learning	
solve issues	
a turning point	
blend seamlessly	
neural machine translation	
neural network capabilities	
textbook customization	
individual progress	

**3. Fill in the gaps with appropriate words and phrases from the texts above:**

Using AI-powered \_\_\_\_ (1) and online programs, language learners can practice conversations \_\_\_\_ (2) they may feel when talking to a person. AI-powered language apps can be used \_\_\_\_ (3) and at a \_\_\_\_ (4) that suits each student. AI-powered language studying combined with the use of \_\_\_\_ (5) is resulting in a new era of education for students and teachers. Traditional methods of teaching have \_\_\_\_ (6) that make it harder for students to \_\_\_\_ (7). Many believe that to fully understand the peculiarities of a language, you must \_\_\_\_ (8) \_\_\_\_ (9) speakers. AI models \_\_\_\_ (10) and conversations with rapidly increasing \_\_\_\_ (11). Personalized textbooks \_\_\_\_ (12) learners' needs based on individual progress. AI system can generate \_\_\_\_ (13) textbooks \_\_\_\_ (14) a specific school, course, or group of students.



**4. What do you think?**

Do you think AI-powered language apps and online programs are effective in helping language learners overcome their anxiety when speaking a new language? Why or why not?

**5. Match words and their definitions:**

- |                           |  |
|---------------------------|--|
| 1. native                 | a. the degree of correctness or precision in something   |
| 2. engage with            | b. free from feelings of worry or fear   |
| 3. tailored to            | c. adjust or modify oneself to fit new circumstances or conditions                                 |
| 4. personalized           | d. in a state of being secluded or away from public view   |
| 5. without the anxiety    | e. customized or tailored specifically for an individual   |
| 6. in privacy             | f. designed or modified to suit a specific person or purpose                                       |
| 7. accuracy               | g. restrictions or boundaries that prevent someone or something from reaching their full potential |
| 8. limitations            | h. interact or involve oneself actively with someone or something                                  |
| 9. adapt to               | i. imitate or recreate authentic spoken language   |
| 10. pace                  | j. the speed at which something happens or is done   |
| 11. replicate real speech | k. belonging to a particular place by birth or origin  |

**6. Discuss with a partner:**



What are some advantages of using AI-powered apps for language learning & teaching?  
 What limitations do traditional methods have when it comes to language learning?  
 How can AI models replicate real speech and conversations for language learners?  
 What is one method known as "machine translation as a bad model" and how does it benefit language learners?  
 How can personalized textbooks adapt to learners' needs and why is this valuable for teachers? Would you like to create some? Who would you make it for?

- (3)
- |                           |                                |                |
|---------------------------|--------------------------------|----------------|
| 1. language apps          | 2. without the anxiety         | 3. in privacy  |
| 4. pace                   | 5. neural network capabilities | 6. limitations |
| 7. succeed                | 8. engage with                 | 9. native      |
| 10. replicate real speech | 11. accuracy                   | 12. adapt to   |
| 13. personalized          | 14. tailored to                |                |

- (5)
- |       |       |
|-------|-------|
| 1. k  | 2. h  |
| 3. f  | 4. e  |
| 5. b  | 6. d  |
| 7. a  | 8. g  |
| 9. c  | 10. j |
| 11. i |       |

7. Read about the boons and the banes of using ICT in education. What would you add? With a partner pick three most powerful advantages and three most crucial disadvantages, explain your choice.

### THE BOONS OF ICT IN EDUCATION

New technological tools not only bring innovation to academic centres, but also accelerate the transfer of information, increase student interest, and allow processes to be automated, among other aspects to be taken into account.

✓ **It improves concentration and comprehension.** The activities carried out through digital and interactive tools increase student concentration and, therefore, they assimilate concepts more quickly, enhancing learning. This type of tool involves students in more practical learning, with the aim of reinforcing what they have learnt.

✓ **It promotes student flexibility and autonomy.** New technologies promote autonomous learning for students. With the incorporation of digital alternatives such as online courses, each student can learn at their own pace, optimising time and resources thanks to the flexibility provided by digitalisation and connectivity.

✓ **It encourages critical thinking.** The diverse sources of information that technologies provide bring new points of view to students. In this way, information and communication technologies encourage debate and the acceptance of other people's opinions. In addition, the exchange of thoughts allows students to learn about different cultures.

✓ **It facilitates communication between teachers and students.** The whole educational community has quick access to the same resources. In this way, digital tools allow direct and immediate interaction, without the need to be physically present. This was especially important during the confinement experienced during the 2020 health crisis.

✓ **Increased classroom productivity and collaborative work.** New technologies in the classroom, specifically those that allow access to online content, improve learning productivity by optimising instruction time, and thanks to connectivity, it feeds collaborative work, thanks to new teaching formulas.

✓ **It stimulates motivation.** The incorporation of technologies in the classroom improves the motivation of students, it is a quick and practical technique to stimulate the study of new concepts. Digital tools are the daily communicative support of the new generations; therefore, they are easily handled in this environment.

✓ **It incorporates new learning methods.** Another of the advantages of ICT in education is that teaching professionals can incorporate new teaching methodologies, thus improving academic results and encouraging dynamism in the classroom. Moreover, their use implies the development of the digital skills needed to avoid the digital divide.

speed up  
consider

embrace  
improve  
engage  
boost

integrate  
adjust

inspire  
swap

smooth/ease  
network  
undergo

enhance  
support

intensify  
operate

merge  
suggest

### THE BANES OF ICT IN EDUCATION

Technologies are not perfect; just as they bring many benefits to education, they also have some disadvantages to bear in mind.

× **Distractions and lack of attention.** Digitalisation means opening up unlimited access to multiple resources and sources of information, such as web pages, social networks or chats, and therefore, they take attention away from the subject matter.

× **Excessive impact.** Excessive and inappropriate use can lead students to a compulsive relationship with technology, which can lead to an inability to control consumption and, consequently, have adverse effects on the student's health, social, family and academic life.

× **It reduces the development of other skills.** Practices such as writing, public speaking and reasoning may be nullified by the widespread adoption of digitisation in academic institutions. This has been demonstrated in a recent study conducted by the University of California. The report details that the social skills of the new generations are based on the digital environment, therefore, direct personal communication can be affected.

× **Consumption of false information.** Much of the information available on the internet is false or incomplete. This fact has a direct influence on the media literacy of students, since half of them do not know how to detect false news, according to a study by the *Carlos III University* of Madrid.

× **Theft of personal data.** A lack of knowledge about the dangers of cybercrime can unintentionally expose pupils' data, especially if they are minors, for example, by sharing photos with strangers.

× **It reduces human contact.** With the incorporation of new technologies, the learning process becomes more distant and the physical relationship with teachers and classmates decreases. As a consequence, by reducing human contact, isolation can appear and become an obstacle to students' personal development.

× **It amplifies bullying.** A complex subject to deal with and one of the biggest risks is bullying. The lack of physical contact can lead to a loss of assertiveness and misuse of online tools and platforms, which can lead to digital bullying situations.

contribute

unfold  
distract

bring  
cause  
damage

rationalize  
cancel out  
prove  
perform  
build up  
disrupt

Identify

disclose

drift apart  
degrade  
shrink  
hinder

<https://www.telefonica.com/en/communication-room/blog/advantages-disadvantages-icts-education/>

8. Use the verbs on the sides of the texts to rephrase some of the sentences in the corresponding paragraphs.

## 9. Have a group discussion (divide in 2 groups with opposite views)



You are teachers and curriculum designers in a language school. ICT/AI-armed competitors have long been coming on your heels, but your Director and several teachers still have some reservations.

The Academic Director has prepared a note for the meeting to line out the features of ICT/AI that might stimulate updates. Hold a meeting to discuss pros and cons of the possible implementation of AI/ICT into your teaching. Do your best to talk your counterparts into changing their current position! Come to a conclusion.

### *The positive points to consider:*

**Faster learning process:** speeded up by instant feedback, identifying areas for improvement, adjusting materials. This allows learners to focus on their weaknesses and make rapid progress.

**Improved pronunciation and accent:** real-time feedback on pronunciation, enabling learners to correct their mistakes and develop a more authentic accent.

**Greater accessibility:** language learning more accessible to people without access to traditional learning resources, they need a smartphone and access to internet only.

**Enhanced motivation and engagement:** elements of gamification and personalized feedback, which can help keep learners motivated and engaged, especially teens.

**Who wins the debate?**

## 10. Here are just a few AI tools that can be used by language teachers.



**Sendsteps.ai** - Generates Presentations and Content: presentations, polls, quizzes, interactive lessons



**Canva** - Generating Visual and Textual Content: custom designs, templates, graphics; greeting cards, blog posts, handouts



**ChatGPT** - Generating detailed lesson plans: activities, exercises, and topics to cover in class.



**Yippity** - Quiz Generator: from your text automatically generates a set of questions and answers that can be copied and pasted into a flashcard app or quiz tool



**Gradescope** - Grading Tool: manage and evaluate your assessments



**Turnitin** - Plagiarism Scanner: detects plagiarism by comparing student submission to a database of academic sources



**PowerPoint Speaker Coach** - Helps you with preparing to presentation incl. pitch, filler words, pacing, etc.

**Go Google for some more useful AI tools for language teaching and learning and test them. Prepare a presentation on your findings, share them with your groupmates and the teacher.**



## Mobile Assisted Language Learning (MALL) and Gamification

Which of the three titles do you think matches the text below the best?

1. Understanding the Impact of Social Media on Language Learning
2. How to Learn a Second Language Using Video Games
3. The Benefits of Mobile Assisted Language Learning (MALL)

As technology continues to improve and evolve, so do methods of language learning. A popular method today is “Mobile Assisted Language Learning” or “MALL.” This approach involves using smartphones (and/or other mobile devices), to learn a second language.

MALL is beneficial for language learners for many reasons. First of all, the average language learner has a mobile phone. (Over 90% of people in developed countries have a mobile phone, compared to only 40% who have desktop computers). In addition, most people take their phone wherever they go. This enables them to study anytime, anywhere. And assuming their language learning apps and activities are enjoyable, they’ll be motivated to continue studying outside of class.

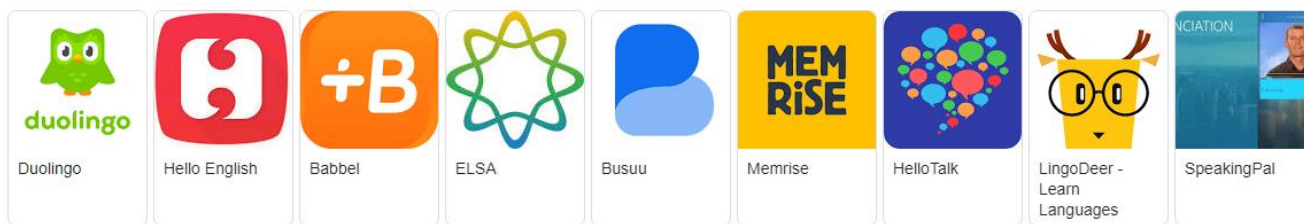
There are numerous smartphone apps that can be used for language learning. Some apps were created specifically for this purpose. Others are educational apps that can be used to teach any subject, including languages. And finally, social media apps were created for a general audience, but can also be adapted for language learners.

For example, teachers can have learners use an instant messaging app to message each other in the target language. Teachers can also have students send text messages that target a grammar point covered in class.

Learners can also use social media sites, to observe authentic content in real-world situations, and practice social interaction in the target language. Learners can also use mobile-generated media, such as photos, videos, and audio recordings, to produce their own content, making the study of the target language more interesting, and relevant to their lives, thereby increasing their motivation and improving their skills.

When using MALL, especially with mobile phones, teachers should create several short lessons rather than one or two long ones. Learners are used to consuming brief amounts of information, quickly, on their phones. In addition, only a short amount of text can be displayed at once on a phone’s small screen. It’s helpful, therefore, to break up lessons into 3-to-5- minute chunks, or “micro-lessons”. These micro-lessons will also benefit students with short attention spans.

**1. Look at these educational apps – which of them are familiar to you? Which have you ever used? Can you share with us your user's experience?**



**Read the short descriptions of some of the apps. Which would you like to explore? Why?**

When learning English, you want to use as many tools as you can to get towards your target. There is a myriad of apps out there that can help you learn as you go, all based on your level and your needs. Language learning apps are also a great way to gauge your level of reading and listening in preparation for a test or exam.

**A. Duolingo:** Possibly one of the most popular apps out there, Duolingo comes highly recommended for beginners. With just 20 minutes every day, you can learn English little by little by playing short games. Based on different topics, you can learn up to seven new words per topic and you gain skill points after completion of lessons. Duolingo uses a gamified approach to language learning, with lessons that incorporate translating, interactive exercises, quizzes and stories to make learning more engaging and fun. It also uses a unique algorithm that adapts to each learner's level and learning style, providing personalised feedback and recommendations. Duolingo offers courses on over 40 languages, from popular ones (English, French, and Spanish) to less commonly studied languages such as Welsh, Irish, and Swahili.

**B. Babbel:** Another very popular language app, and for good reason – it is very effective if you want to acquire basic conversational skills. Babbel's original learning content is developed in-house by a team of over 100 educators and linguists. The focus of Babbel is vocabulary, so you get to understand the language better, rather than just memorising words. The lessons are divided in real-world topics, which means it ensures that you can start having comprehensible conversations sooner. Babbel's lesson content reflects real-life communicative situations including recordings of radio broadcasts and conversations for listening tasks. Babbel is operated by Babbel GmbH in Berlin, Germany and has around 450 full-time employees and freelancers.

**C. FluentU:** FluentU is a language-learning platform that uses real-world videos such as commercials and news, and interactive subtitles to create an immersive learning experiences. You ease into a natural culture and start having conversation right away on every day on more meaningful topics. Learning English as it's spoken in real life will also help you form an accent, if that's what you are also after. The videos take on a variety of forms, including commercials, music videos, interviews, and more. Accompanying quizzes give users the chance to practice language used in videos. FluentU offers videos in nine different languages and is available for iOS, Android, and on the web. Most of its content is beyond the beginner level, but it has videos for learners at all levels.

**D. Rosetta Stone:** Rosetta Stone has been a language learning giant since the 1990s. Today, it continues its legacy with an updated interface and streamlined instruction, but falls short of providing a comprehensive language learning experience. The most famous app, the method it uses is also quite a unique one, because Rosetta Stone will not give you any translations in your own language. This is a cold-turkey method, where you are supposed to be immersed in the language. The app includes exercises to help you with basic words, before eventually move on to forming phrases and sentences.

**E. Memrise:** The focus of the British language platform Memrise is to learn English words, more than anything else. But its particularity is that it uses humour to help you memorise the words in question. Surely, if something is funny, you will be sure to remember it better. The Memrise courses are also created and designed by other users like yourself, which makes it a really friendly, true-to-form experience. In its essence, Memrise is a flash-card app. In its oldest classical form, this is a piece of paper with a word or phrase in your target language written on one side and the translation written on the other. Memrise ingrains unfamiliar words and phrases into your brain using mnemonics and spaced repetition, which they show through planting flowers. You will see unlearned vocabulary as seeds, then, you plant them (i.e., learn) and turn them into a flower.

**Busuu** is one of the most popular language learning platforms in the entire world, with over 100 million registered users. Yet despite its popularity, people are often curious as to how effective their language courses truly are for achieving fluency, especially as compared to other apps. In this review, we take a deep dive into the strengths and weaknesses of the Busuu program so you can figure out whether this language app is the right fit for your specific situation, budget, and goals.

### Pros

- + Lessons incorporate video clips of natives
- + Helpful grammar instruction subtly woven into lessons
- + AI-powered personalized review sessions
- + Actual feedback from native speakers through the Busuu community
- + Live lessons available

Thomas Mühlbacher



### Cons

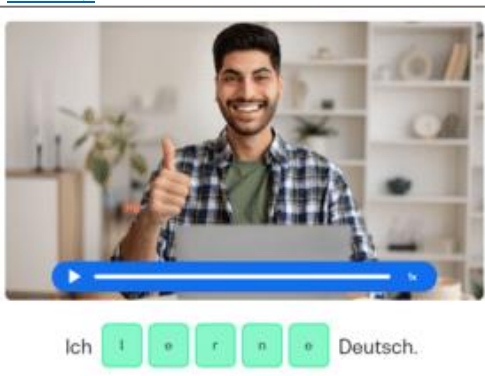
- Free version is very limited
- Lessons lack robust conversational practice
- Limited language selections
- No speech recognition technology (have to rely on the Busuu community for feedback)

## What we like about Busuu:

*"I really appreciate that the lessons incorporate videos of native speakers: the vast majority of other companies' lessons simply consist of recorded audio, text and images; however, with this app you actually get the chance to hear and see locals speak. I have to say that video adds a whole new dimension. You can visually follow the person speaking and pick up on their body language, hand gestures and facial expressions, which is a big deal!"*

*"Busuu does a great job integrating grammar instruction and cultural insights into their courses. About every three to four lessons, the topic will focus strictly on an important grammar principle or rule. Plus, the nice thing with Busuu is that the lessons don't bog you down with long, dense explanations. In other words, it's not a textbook-style lesson but a simple 2- to 3-sentence explanation, followed by a couple clear cut examples, and several drills and exercises to ensure you grasp the concept."*

<https://testprepinsight.com/reviews/busuu-review/>



Before we discuss the paid options, it should be noted that Busuu does offer a free plan; however, as you might expect, the **free plan is extremely limited**. When you really break it down, the free plan only includes vocabulary flashcards and access to five lessons.

As a result, most people opt for the Busuu Premium plan, which **costs anywhere from \$7 to \$14 per month**, depending on whether you sign up for the 1-month, 6-month, or 1-year option.

Personally, for the cost, **I think the premium plans are totally worth it**. The Premium Plus plan unlocks all of Busuu's content and features across their 10+ languages. These extra features include a personalized study plan, grammar lessons, feedback from native speakers, AI-powered review sessions, the ability to download lessons for offline use, and **official language tests**.

## What the Busuu Lessons are Like

When you first sign up with Busuu, you can either start at the beginning of the course, or **take a short placement test** if you already have a little knowledge of the language you'll be learning. You then select the level of fluency you want to achieve for your target language, and what days and times work best for you to learn.

From there, you'll land on the Busuu dashboard, which in my opinion, is **organized and easy to use**. The dashboard lays out all your lessons in a linear, path-like order, as well as the various tools included with your subscription on the top navigation bar.

From there, it's time to jump in and start learning. **Each lesson takes about 5 minutes to complete** on average and is comprised of several individual exercises, all of which cover the same topic or target words.

Each lesson uses a **combination of images and recorded audio**, as well as a variety of hands-on drills, exercises and quizzes that span listening, reading, writing and speaking to teach.

These drills include fill-in-the-blanks, multiple-choice questions, matching pairs, sentence puzzles, and watching videos of native speakers converse.

In some cases, you'll even **record yourself answering a question or responding to a prompt**, and then the recording gets sent to the Busuu community for feedback.

Additionally, every few lessons you're prompted to review the words and phrases you've learned up to that point by utilizing the company's AI-powered technology (more on this later). Overall, it's just a very **fast moving, blended approach**, which I really appreciate.

I love how Busuu **presents the same material in a variety of different ways** and really forces you to interact with the content. As a result, you really don't get bored while learning. Busuu does a great job keeping you engaged.

**2. Go to [testprepinsight.com/reviews/busuu-review/](https://testprepinsight.com/reviews/busuu-review/) read the full review, learn what they don't like about Busuu. Make a plan for reviewing a learning app. Pick a language learning app and make a detailed review, present it to your group.**



### 3. Read the text about AI in MALL and render it into English (50% compression).

Удобство и гибкость использования цифровых технологий и, в частности, мобильных приложений на базе искусственного интеллекта привлекают все больше преподавателей возможностью полного погружения учеников в предмет. Статистика подтверждает, что использование ИИ в образовании имеет тенденцию к росту. Образовательные платформы и приложения, использующие ИИ для обучения иностранным языкам, например *Duolingo*, *Rosetta Stone*, *Babbel*, *Memrise* и другие, позволяют создать комфортную учебную языковую среду для обучения.

#### Преимущества использования искусственного интеллекта в обучении иностранному языку:

##### ✓ Повышение эффективности обучения

(Системы ИИ могут адаптироваться к уровню знаний студента и предоставлять наиболее подходящие индивидуальные задания и материалы)

##### ✓ Улучшение качества обратной связи

Системы ИИ могут анализировать грамматические ошибки и другие аспекты языка и предоставлять обратную связь в режиме реального времени

##### ✓ Адаптация к потребностям ученика

Это помогает студентам учиться в своем собственном темпе по индивидуальной программе и достигать больших успехов

##### ✓ Улучшение мотивации

Системы ИИ могут предоставлять студентам награды и поощрения за достижения, что помогает им оставаться мотивированными и продолжать обучение

##### ✓ Экономия времени преподавателя

ИИ позволяет освободить преподавателей от некоторых рутинных функций (к примеру, создание учебных планов, разработка уроков с учетом заданных критериев, подбор и составление дополнительных материалов, ответы на часто задаваемые или типовые вопросы)

##### ✓ Администрирование учебных процессов

ИИ в приложениях и на обучающих платформах отвечает за адаптацию студентов (автоматические рассылки, электронные формы и т.д.); оценку знаний учащихся; отслеживание посещаемости занятий; ведение отчетности и аудит; различные офисные задачи (сертификация сотрудников, оплата работы и др.).

#### Примеры использования ИИ в обучающих приложениях

**Персонализированное обучение:** ИИ может анализировать данные обучающегося, такие как уровень знаний, скорость обучения и типичные ошибки, чтобы создать персонализированные программы обучения. Например, *Khan Academy*, онлайн-образовательная платформа, предлагает более 100 000 учебных видео и упражнений, успешно используя ИИ для создания персонализированных учебных планов.

**Автоматизированные оценки:** С помощью ИИ можно автоматизировать процесс оценки и обратной связи. Он

может оценивать письменные работы, устные ответы и даже произношение студентов. Так, приложение **Grammarly** использует ИИ для автоматической проверки грамматики, орфографии и стиля в предъявляемых текстах.

**Адаптивные учебные платформы:** Платформы для онлайн обучения могут использовать ИИ для рекомендации контента и упражнений, которые соответствуют потребностям каждого студента. ИИ может анализировать различные статистические данные, чтобы выявить тренды, а также слабые места в учебных процессах, что помогает образовательным учреждениям оптимизировать свои программы и методики преподавания.

**Тьюторы-боты** на основе ИИ и виртуальные тьюторы могут предоставлять непрерывную поддержку студентам, отвечая на вопросы, объясняя концепции и предоставляя задания для практики. Например, *Duolingo Chatbots* созданы для того, чтобы помочь студентам практиковать иностранный язык в формате интерактивных разговоров внутри приложения Duolingo. Эти боты имитируют разговоры на иностранном языке и помогают студентам развивать навыки общения и понимания на слух.

**B Duolingo** ИИ также персонализирует курсы, адаптируясь к сильным и слабым сторонам, а также к предпочтениям каждого учащегося. Предлагает взаимодействие с чат-ботами, предоставляя ученику возможность практиковаться в разговоре в режиме реального времени.

**Rosetta Stone** – платный сайт и приложение для изучения языков, который использует «голосовых ассистентов» на базе ИИ для тренировки произношения студента. Система Rosetta Stone адаптируется к уровню знаний студентов и предоставляет им индивидуальные задания и материалы.

**Lingvist**, бесплатный сайт и приложение для изучения языков, также использует ИИ для персонализации обучения. Система анализирует произношение студента и предоставляет обратную связь в режиме реального времени.

Образовательная платформа **Brainly.com** – на ней ученики и учителя со всего мира могут задавать друг другу вопросы и отвечать на них. Ресурс предоставляет возможность получать помощь в решении заданий, а также общаться с другими учениками и учителями, обмениваться знаниями и опытом.

Приложение **Semantris** помогает в изучении английского языка. Это игра-аркада, где пользователю предлагают соревноваться с ИИ в подборе и/или придумывании ассоциаций к словам.

**Copilot** создает раздаточные материалы, задания и другие соответствующие учебные материалы.

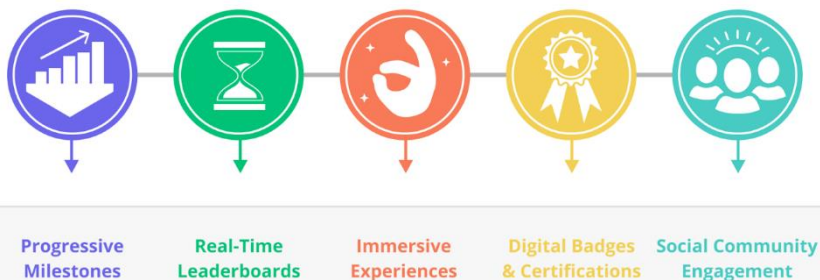
**Opus clip** помогает делить большое видео на маленькие части. Будет полезен в случае, если нужно составить короткие видео для тренировки определенных разговорных фраз и выражений и не тратить много времени на обработку видео.



ChatGPT



# Gamification



- a) Are you a gamer? Have you played mobile or computer games? Do you ever play nowadays? Why do/did you like/dislike playing games? What kind of games do you prefer/hate?
- b) Have you ever used computer games for learning languages? Share your experience. Was it positive/negative? Was it successful? What did you learn?
- c) Do you think games are able to provide motivation for language learning? Have you used any gamification elements in your teaching?
- d) Which of the texts (A or B) explains “gamification” better? Why?

**A) Gamification** is the use of game design elements in non-game contexts to promote expected behaviors. Gamified learning, then, is defined as the use of game design elements for educational purposes. Gamification is a well-acknowledged concept for boosting engagement, and it has been regarded as promising in both computer-assisted language learning (CALL) and mobile-assisted language learning (MALL).

The classification of game design elements has been subject to debate. Game elements are categorized into two groups: explicit game design elements and implicit ones. Explicit game design elements refer to the obvious game-like elements that people can see in commercial video games, such as points, badges, leaderboards, avatars, and virtual currencies. Implicit game design elements refer to the underlying mechanisms that make gamification activities engaging, which are connected to individuals’ innate psychological needs. Implicit game design elements are abstract nouns, such as feedback, achievement, competition, collaboration, challenge, avoidance, ownership, and user control.

Notably, gamification can take both digital and non-digital forms. Gamified learning tools refer to digital educational websites, information systems, or mobile applications that employ game design elements.

Either for engagement enhancement or achievement improvement, gamification for foreign language learning has become a clear trend in recent years. It is often stressed that foreign language learning requires long-time commitment, which involves numerous repetitive tasks and memory drills that hardly can be considered entertaining, and thus, any technological tricks that make this undertaking less daunting should be appreciated.

**B)** Let’s say you’re on a camping trip with your family. And you’re now gathering wood for the night. A run-of-the-mill chore, right? That is, until one of your cool uncles says, “I’ll give \$10 to the person who gathers the most firewood in 30 minutes.” That instantly perks you up, right? And not just you—your siblings and cousins are getting into it, too. And now grandma has a glint in her eye. You start moving faster, the promise of a prize echoing in your head.

Just to make things even more exciting, your uncle adds, “And I’ll give a \$5 bonus to the person who gathers the most maple and oak. They’re the best for campfires.” So, you scurry back to the forest with even more enthusiasm. The stakes just got higher and you want to win it all. That’s how you make gathering wood — or any other task — exciting. You **make a game out** of it. You “**gamify**” it. You add game elements like prizes, missions, points and rankings. And you could apply that to any human activity from washing dishes to coding computer programs to, of course, language learning.



***“Gamification is the use of game elements and game design techniques in non-game contexts.”***



## Kevin Werbach



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**Note:** Gamification is a little bit different from Game-based Learning (GBL). While gamification involves applying the rules of a game to a task or lesson, GBL involves using an actual game to teach something.

There are three parts to that definition. **game elements**, **game design techniques**, and **non-game context**. So, let me give you an example or two.

The first example is **Nike Plus**. Nike of course, makes running shoes and therefore, wants people to run more. And so, what they do with **Nike Plus App** was they developed a device, a piece of equipment called an **Accelerometer**, that fits into the sole of your shoe. And it tracks every single step you take when you're running. And therefore, the device knows how far and how fast you're running and it **communicates wirelessly** with a smartphone or your PC to **aggregate together** all of that **data**. And then what Nike did was build a set of apps around it, that made the experience of running more game-like. So, the **Nike Plus Application** has some functions like telling how far you've run, the fastest run you've ever had, the longest run you've ever had, various kinds of **tracking data**. You can also compare yourself to previous times and so forth to track what you're doing. But then interestingly, you can also establish goals and challenges. And if you are successful in achieving those goals, you get a trophy or a medal. Now that sure seems a lot like a game.

And Nike has built all sorts of other features into this system including the ability to compete against friends, or the ability to get encouragement from friends. And overall, what this does it takes the experience of running

and makes it feel somehow more like the experience of engaging in some kind of game. Now you're still going out and running. This is not saying, go sit down in front of your computer and play a running game and see how fast the avatar, the character in the computer can run. No, you're actually going out and running but the game structures around it help to encourage you and to make that whole experience of running feel somehow richer and more rewarding.

Second example, also for the purpose of getting people to run but it looks very different. So, this is something called **Zombies Run**. And the theme here is that you're being chased by an army of bloodthirsty zombies. Pretty common kind of motif, hopefully not something that any of you have experienced, but **a common setup** for games. Only here the goal is not to get you to sit indoors on your smartphone and play the game. The goal is to get you to take that phone with you and go out and run. And as you are running, the **Zombies Run** game is telling you that actually the reason you're running is that you are running from the army of zombies that wants to kill you and eat your brains. And as you go, you'll hear from the game the zombies are getting closer and you can see on a map where they are. You can get to power packs that will help you get special powers, or go faster. Your friends can get in the mix as well.

The game that you are playing it's a very **lightweight game**, but it's taking the experience of running and now subtly making it feel like more fun. Subtly **adding another dimension** to that experience of running. Different kind of added dimension to what we saw *in Nike Plus* this is a much more immersive.

So now let's go back to the definition and unpack in some more detail what these three aspects are, game elements, game design techniques, non-game context.

First of all, game elements. You can think of game elements as the toolbox if you will. The pieces that you have to work with. Not the game themselves, but the regular design patterns that make up the games. So, let me give you the example. This is *Empire and Allies*. It's a **casual social game**. You don't need to know how to play the game, you can just look at it and see that's a game. But, if we **look below the surface**, we can start to elicit what some of the elements of that game are.

For example, the game has points. A way of **keeping score** as you are accumulating something in the game. We take it for granted that lots of games, especially online or computer games have points. Similarly, you can **level up**, collect resources (*here I believe these are barrels of oil that you've accumulated and use to build other more complex thing*). The game can send you on **quests to find missions** where the game says, go defeat this enemy, and you'll get certain kinds of rewards. Then there's Avatars, displaying your character. The **social graph** showing you your friends, who you can play with or challenge and so forth. These are all, bits and pieces that go to make up this experience that is *Empires and Allies*.

The second thing here to talk about in gamification is **game design techniques**. And the reason we need to talk about that is that games are not just the elements. As I already said, there's partly **the visual experience of the game**.

But more than that, games are not just a jumble of elements that have been stuck together in some **haphazard way**. Games are things that are designed

systematically, thoughtfully, artistically for the purpose of being fun. And, so the things game designers do is not just a matter of pure engineering. Sure, there's a lot of engineering involved. There's a lot of algorithms, a lot of technology involved but there's also **an artistic experiential side of game design** that involves thinking about tasks and problems in a certain way. And that involves taking an approach that uses concepts that are common to all forms of design, as well as some concepts that are novel and specific to designing. The thing to understand about game design techniques is that it involves a way of thinking. It's not just a set of practices, but it's a way to approach the challenges that you have.

These practices are something that like the game elements can be applied outside of games. And some examples of gamification in game or non-game contexts are more focused on the game elements and some of them are more focused on the **game design modality**. And some will have elements of both, that's why both are part of the definition.

The third piece here is **a non-game context**. And here we mean anything other than the game for its own sake. Like, when you're playing a game, you're playing to have fun *in* the game. But if you are playing say, for reasons that relate to your studies, or business, then you're playing because you are serving some objectives of your company or you're playing because you're trying to learn something that's relevant to your life and work. Or you're playing to get a job. Then that's a non-game context. What you're doing may still be game like but the purpose, the rationale for the experience is something outside of the game.

**4. Explain the phrases in yellow in your own words, provide Russian equivalents.**

**5. Divide the talk into parts, give them headings, and then summarize each of the parts in 2-3 sentences.**

## 6. What do you think?



**So, what does this all mean for language learners?** Gamification has been shown to increase people's interest in and engagement with even boring tasks like ordering pizza or taking the stairs. That makes it a great resource for shaking up your study regimen and practicing grammar, vocabulary and more. Discuss with a partner, what elements of gamification can be implemented in language teaching and how. Do you think gamifying the learning process can be effective? Why?



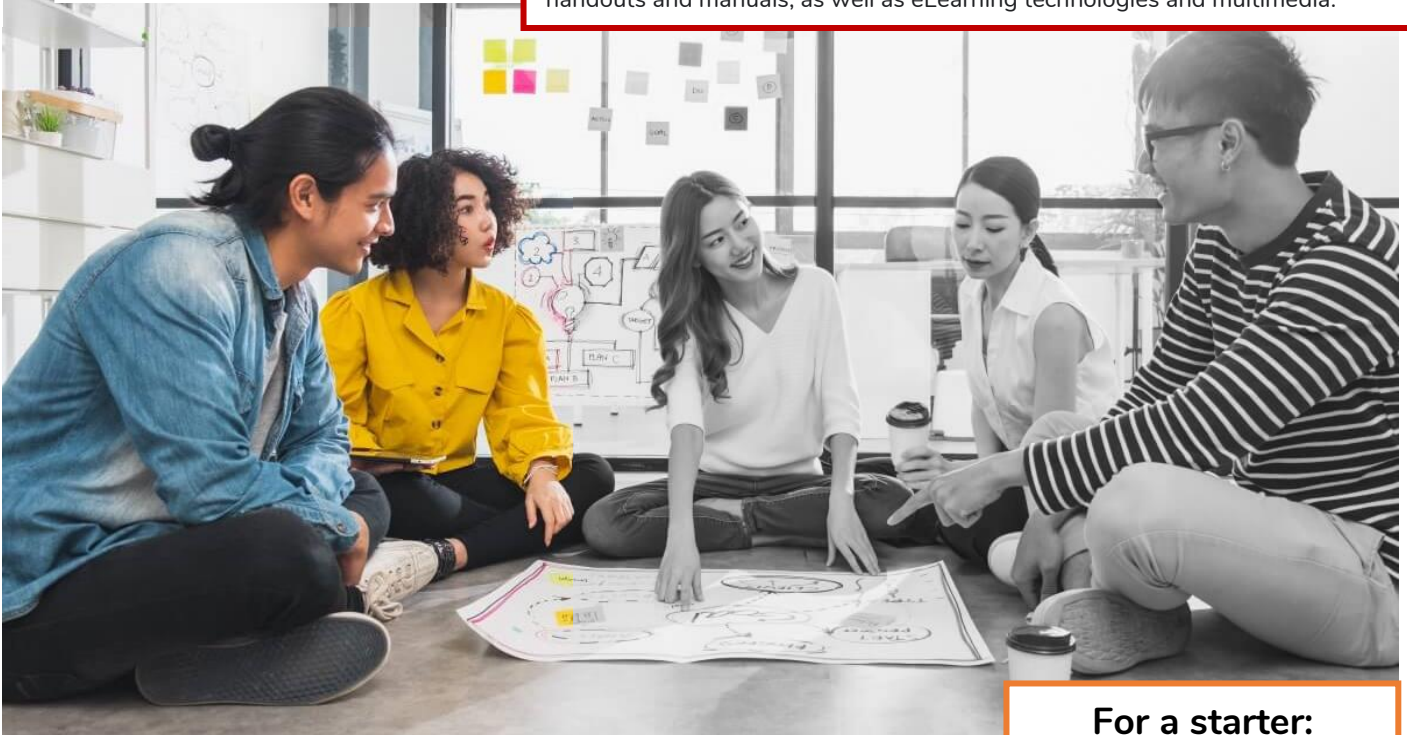
# Unit 7

## ID/ED: Instructional and Educational Design

### What Do Instructional Designers Do?



**Instructional designers** create and deliver educational and training materials to learners in a variety of ways. They work with traditional paper materials, such as handouts and manuals, as well as eLearning technologies and multimedia.



## The Most Valuable Skills for Instructional Designers

### Top Competencies According to Industry Professionals



Identify appropriate learning approach.



Design instructional materials.



Design a curriculum, program, or solution.



Conduct a needs assesment.



Collaborate with stakeholders.



### For a starter:

- 1) Have you ever developed a handout? A workbook? An online lesson or a course? If not, would you like to? Would you do that on a regular basis as a full-time job?
- 2) Which skills in your opinion an instructional designer should have? Do you think you might possess the necessary skills for ID career?



## How Do ID/EDs Do Their Work?

An instructional/educational designer applies learning theory and a **systemic approach** to design and develop content, learning activities, training, and other solutions to support the acquisition of new knowledge or **real-world skills**. Instructional designers develop all instructional materials of a training program, including presentation materials, **participant guides**, handouts, and **job aids** or other resources. They are also responsible for evaluating training, including assessing what was learned and whether the learning solution led to **measurable behavior change**.

## Where Do ID/EDs Work?

They may work in a **variety of settings**, such as educational institutions, corporate training departments, government agencies, and non-profit organizations.

Instructional designers may also work independently as consultants or freelancers.

## What Are Their Responsibilities?

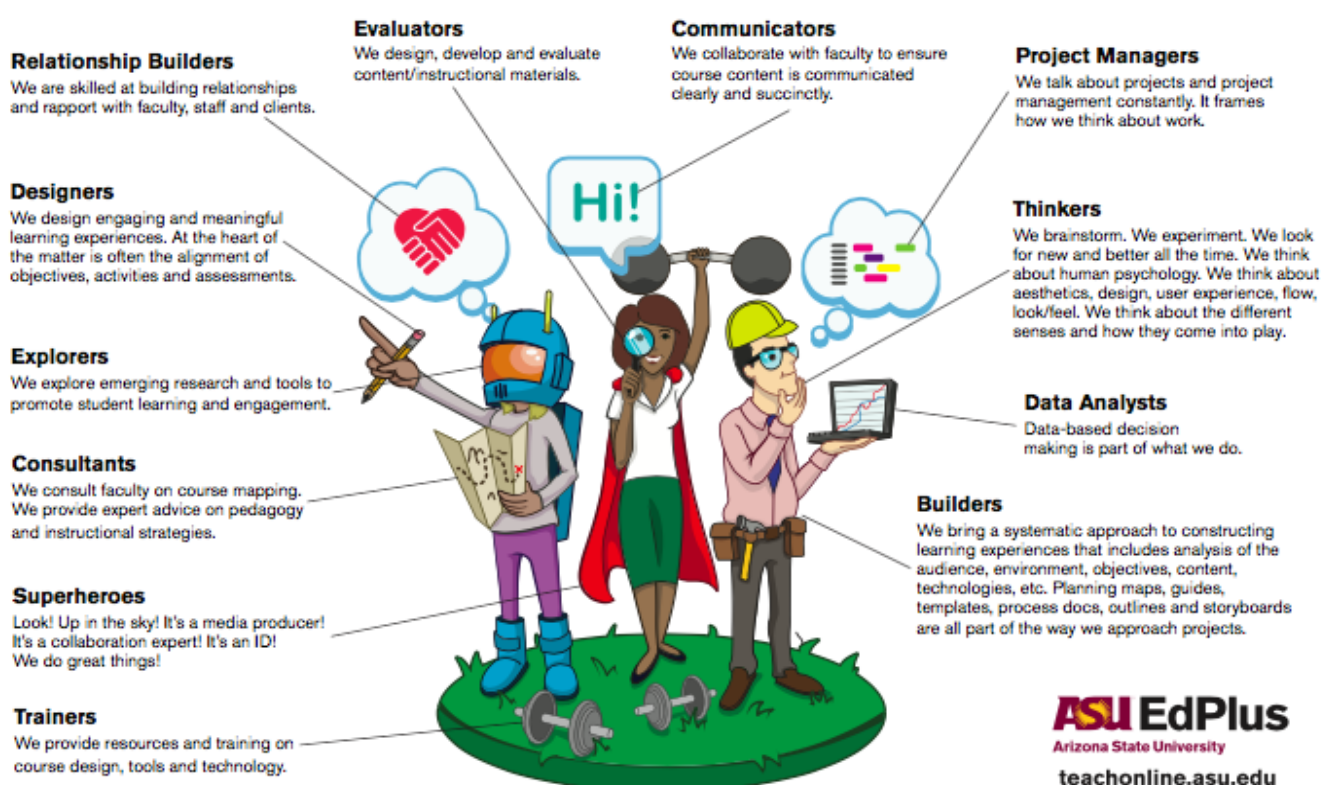
Instructional designers need to possess a **versatile skillset** in order to create effective learning courses and materials to meet their intended goals. These professionals not only need to have a mastery of learning design but technology as well, given that they:

- ✓ Design **instructional management systems**
- ✓ Evaluate new eLearning materials
- ✓ Create educational podcasts, videos and content
- ✓ Design and **revamp** both new and established learning models
- ✓ **Implement feedback** from program reviews
- ✓ Train others on how to deliver learning material
- ✓ Research new innovations in both learning design and education

## What Level of Education Do They Need?

Given the high level of responsibilities and requirements that instructional designers are asked to **facilitate**, many individuals in this role hold a master's degree. An advanced education in the subject ensures that these individuals are properly equipped to meet the **rigorous demands** of the field and **craft** lessons and curriculums that are both thorough and meet **designated outcomes**.

# Instructional Designers



## 1. True or false?

- 1) Instructional designers develop only presentation materials for a training program.
- 2) Instructional designers work exclusively in educational institutions.
- 3) Instructional designers are responsible for evaluating training programs.
- 4) Instructional designers need to have a mastery of learning design but not technology.
- 5) Instructional designers create educational podcasts, videos, and content.
- 6) Instructional designers do not need to research new innovations in learning design and education.
- 7) Most instructional designers hold a master's degree.

## 2. Match the phrases with their definitions

1. outlines	a. the overall experience and satisfaction a person has while interacting with a product, system, or service.
2. alignment of objectives	b. pre-designed formats or layouts that can be customized for different purposes or needs.
3. engaging and meaningful learning experiences	c. opportunities for individuals to acquire new knowledge, skills, and attitudes through various methods and activities.
4. brainstorm	d. ensuring that all goals and outcomes are in agreement and working towards the same purpose or direction.
5. frames	e. the state of being fully immersed and focused in an activity, often resulting in a sense of enjoyment and fulfillment.
6. learning experiences	f. a group discussion or activity where participants generate creative ideas and solutions for a particular problem or topic.
7. flow	g. the process of planning and organizing course content and activities to align with specific learning objectives.
8. templates	h. using data and evidence to inform and guide decisions and actions.
9. project management	i. the process of establishing a positive connection with others, often through mutual trust and understanding.
10. look and feel	j. organized plans or summaries that provide a structure for presenting information or ideas.
11. collaboration expert	k. conveyed or shared information or ideas with others through various forms of communication.
12. aesthetics	l. visual representations of a sequence of events or actions, often used in film and media production to plan and visualize scenes.
13. communicated	m. specific, measurable, and achievable goals that define what is expected to be accomplished within a certain timeframe.
14. user experience	n. the study of beauty and taste, particularly in relation to art and design.
15. data-based decision making	o. the visual appearance and overall impression of something, such as a website or product.
16. objectives	p. someone who excels at working together with others to achieve a common goal or complete a task.
17. building relationships and rapport	q. the practice of initiating, planning, executing, controlling, and closing projects to achieve specific goals and meet specific success criteria.
18. course mapping	r. educational activities that capture students' interest and have a significant impact on their knowledge and skills.
19. storyboards	s. structures or frameworks used to organize and present information or concepts.

### 3. Read the job ad on the right. What are the key requirements? Read the dialogue between an HR manager and a candidate. Do you think Amelia will get the job? Why?

**HR, Sarah:** Hello, Amelia. It's great to finally meet you in person.

**Amelia:** Hi Sarah. Thank you for having me here today.

**Sarah:** So, let's jump into it. Why do you think your background and experience make you a good fit for an instructional designer role at our University?

**Amelia:** Well, I have a strong passion for building relationships and rapport with learners, making sure that they have engaging and meaningful learning experiences. In my previous role at Samsung, I worked closely with subject matter experts to ensure alignment of objectives and course mapping, creating effective and efficient learning materials.

**Sarah:** That sounds impressive. How long have you been in ID?

**Amelia:** After completing my bachelor's in TEFL five years ago I worked as a language teacher and soon jumped to a position of curriculum developer for the school eLearning platform. A Coursera course helped me dive into the field and gain some deeper knowledge of ID/ED. Soon a friend from Samsung offered me to develop their corporate language courses. Now, that I've moved to US, I'm seeking an ID position with a University where I'd go for a master's course in Ed Design.

**Sarah:** You seem to have seen the world! Could you then tell me more about your collab skills? We value teamwork.

**Amelia:** I'd say I strongly believe in the power of working together. I have successfully communicated with various team members including graphic designers, project managers, and developers throughout my career in Hong Kong and Serbia.

**Sarah:** That's surely what we're looking for. How about project management and staying on top of deadlines and timelines?

**Amelia:** I can easily handle multiple projects simultaneously. I also excel at using tools such as Gantt charts and Trello to keep track of tasks and ensure timely delivery.

**Sarah:** Great. Let's move onto visuals and user experience. How crucial are these for you when you design courses?

**Amelia:** As an ID, I understand the importance of both aesthetics and user experience. After all, if the course doesn't have a visually appealing look and feel, learners may disengage from the material. User experience is crucial as it affects the flow of the course and ultimately impacts the learning outcomes. I should say I haven't had much experience with actually laying out the visuals, and publishing software like Adobe or Camtasia are not my strong points, since we had well-trained designers on the team. But I have always worked closely with them on every page layout or even the navigation for the course.

**Sarah:** Good to hear, though Photoshop is one of the main tools here. And what are your thoughts on data-based decision making when it comes to designing learning experiences and achieving objectives?

**Amelia:** I strongly believe in using data to drive decision making. By analysing learner data, we can better understand where improvements or modifications need to be made in the course. This ensures that our objectives are met and provides a more effective learning experience for students.

**Sarah:** Excellent. One last question - walk us through your design process. How do you go from idea to finished product?

**Amelia:** My first step is usually creating outlines based on the learning objectives and needs analyses. Then I move onto templates and brainstorm ideas for activities and assessments, involving other team members as well to ensure a quality end product.

**Sarah:** Thank you, Amelia. It has been a pleasure talking to you and learning more about your skills and experience.

**Amelia:** Thank you, Sarah. I hope to hear back from you soon.

#### Instructional Designer

California State University

Remote in San Jose, CA

\$5,992 a month Full-time 40 hours per week

- The instructional designer will support the effective use of current and emerging technologies to develop innovative and engaging e-learning environments as...

Posted 30+ days ago · More...

#### Job Summary

The Instructional Designer supports San José State University's commitment to increase online access to higher education for working adult learners, focusing on providing students with opportunities to advance their education and obtain their degree in the department of e-Campus. The ID will support the effective use of current and emerging technologies to develop innovative and engaging e-learning environments, a fully remote academic program to earn a bachelor's degree. The ID works to enhance the faculty's pedagogical understanding of technology in e-learning environments and serves as an advocate for institutionalizing e-learning within the culture and administration of the Uni.

#### Key Responsibilities

- Consult with faculty and staff to adapt existing courses and programs for online delivery and other forms of e-learning;
- Design and develop accessible instructional content, online instructional materials grounded in sound educational theory and best practices in ID;
- Create instructional course content in collaboration and partnership with faculty, departments, Online Staff;
- Work with faculty to develop teaching and learning environments;
- Design, develop, and maintain course templates within the learning management system, develop and implement tools and resources for students
- Conduct online workshops and support online course events for faculty, assist with feedback/evaluation processes

#### Knowledge, Skills & Abilities

- Thorough knowledge in using LMS and other instructional technologies, knowledge of software administration
- Proficiency in web and mobile technologies
- Thorough knowledge and demonstrable skills in applying a variety of software applications and web-based authoring and publishing systems: e.g., Camtasia, Photoshop, HTML editors, WebEx, Microsoft Office
- Ability to design and develop user-friendly interfaces, to facilitate quality control and ensure that the online materials and practices are successful by applying established criteria to meet course learning outcomes
- Ability to understand, analyse and diagnose faculty, staff, and student needs and translate these needs into instructional solutions
- Knowledge of training theory, ID models and practices demonstrated by an ability to develop and deliver technical training and user documentation
- Strong oral and written English and Spanish communication skills

#### Required Qualifications

Bachelor's degree in computer science, information systems, educational technology, communications, or related fields, or similar certified coursework in applicable fields of study

Min. three years of experience supporting information systems, in EdTech, ID, distributed learning, LMS, course development, and teaching workshops in higher education



#### 4. Complete the sentences with the collocations:

to meet course learning outcomes, user-friendly interfaces, online delivery, web-based authoring and publishing systems, software administration, learning management system, accessible instructional content, training theory, to facilitate quality control, materials grounded in sound educational theory, to implement tools and resources, demonstrable skills

- 1) Many people are now turning to \_\_\_\_ (1) for their shopping needs.
- 2) The \_\_\_\_ (2) helped the students understand the complex topic.
- 3) The \_\_\_\_ (3) allowed for a deeper understanding of the subject.
- 4) It is important to constantly maintain course templates to ensure consistency in teaching methods.
- 5) The \_\_\_\_ (4) made it easy for students to access course materials and submit assignments.
- 6) The teacher needs \_\_\_\_ (5) to engage the students in the lesson.
- 7) The university regularly conducts online workshops to enhance the skills of their professors.
- 8) The team worked together to assist with feedback and evaluation processes to improve the course structure.
- 9) The IT department is responsible for \_\_\_\_ (6) in the college.
- 10) The candidate's \_\_\_\_ (7) in programming impressed the employers.
- 11) The trainer showed us how to use \_\_\_\_ (8) to create interactive courses.
- 12) The \_\_\_\_ (9) of the program made it easy for beginners to navigate and use.
- 13) A quality control team was established \_\_\_\_ (10) in the production of educational materials.
- 14) The teachers strive \_\_\_\_ (11) to ensure their students' success in the subject.
- 15) The instructional designer's job is to translate the needs of the target audience into effective ID solutions.
- 16) The new curriculum is based on modern \_\_\_\_ (12) to ensure the best learning outcomes for the students.

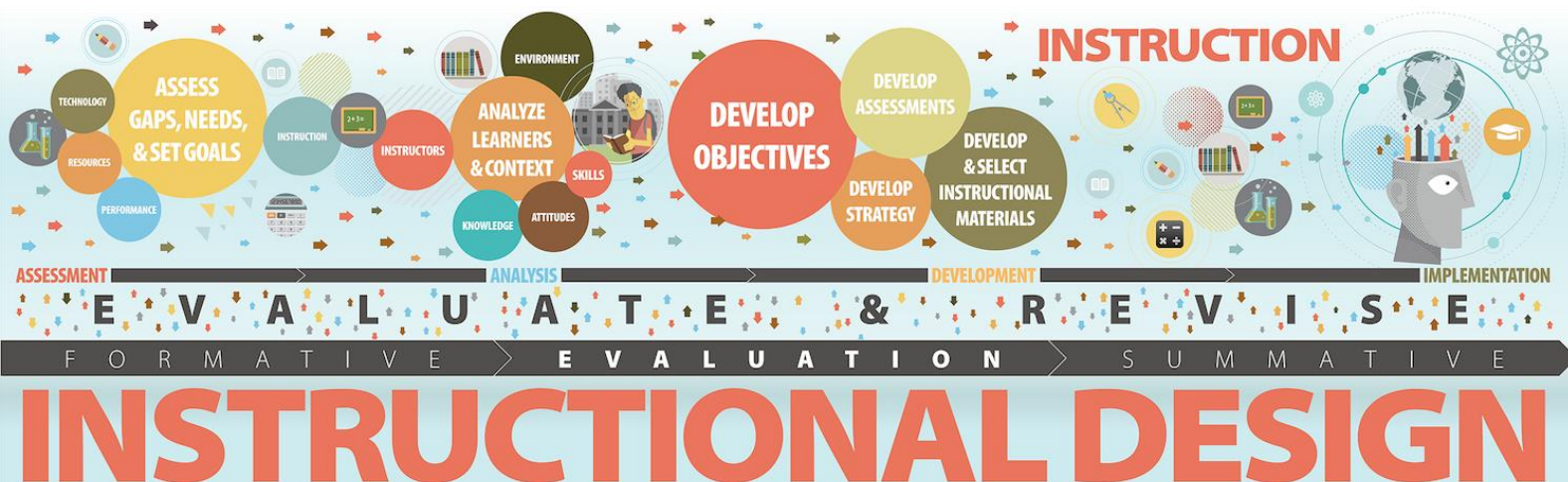
#### 5. What do you think?



Do you think ID/ED career might be a suitable option for a language teacher? Why? Would you like to try this option? Where would you take your first steps?

#### 6. Read the article below and answer the questions:

- 1) What are the main steps in structuring learning content for online delivery?
- 2) How do instructional designers determine the scope and format of a course?
- 3) Why is it important for online learners to receive clear instructions and feedback?
- 4) How can instructional designers adapt materials to different proficiency levels?
- 5) What types of practices should e-learning offer learners to apply their language skills?
- 6) How can IDs encourage learner engagement in an e-learning program?
- 7) Why might instructional design be a suitable career option for language teachers?





# HOW IS INSTRUCTIONAL DESIGN APPLIED TO ENGLISH LANGUAGE LEARNING?

Instructional design is applied to English language learning in a variety of ways.

**Structuring content for online delivery:** This is an important step in designing an effective e-learning program. It involves structuring the curriculum, creating delivery materials such as interactive activities and quizzes, breaking the content into smaller modules or lessons, and incorporating multimedia resources such as videos and audio recordings.

The IDs determine the scope of the educational content, its difficulty level, the sequence of topics, and the format of presentation (video or text, synchronous or asynchronous). They also decide on the exercises, tests, and duration of the course. The main goal is to ensure that the course is engaging, appropriately challenging, and effectively helps students master the required knowledge and skills.

**Providing clear instructions and feedback:** Online English language learners need clear instructions (comprehensible input) and feedback to ensure that they are making progress. Instructional designers can incorporate audio and video instructions (input), interactive tutorials, and quizzes to provide learners with clear guidance and support.

<https://eltchalkboard.com/2023/03/21/from-teacher-to-instructional-designer/>

## 7. Translate into English

- 1) Педдизайнеры стараются тщательно структурировать учебные программы, чтобы они были интересными и познавательными для учащихся.
- 2) Использование мультимедийных ресурсов, таких как видео и аудиозаписи, может значительно улучшить доставку онлайн-контента.
- 3) Разбивка учебной программы на более мелкие модули или уроки может помочь учащимся лучше понять и запомнить информацию.
- 4) Последовательность тем онлайн-курса определяется педдизайнером в зависимости от логики развертывания обучения, требований к получаемым компетенциям и скорости освоения программы.
- 5) Дизайнеры должны создавать интерактивные задания и викторины, чтобы способствовать активному вовлечению учащихся. Для этого можно использовать различные сервисы на основе искусственного интеллекта и онлайн-платформы с готовыми модулями и шаблонами.
- 6) Технология асинхронной доставки курса, при которой учащиеся могут получать доступ к учебным материалам в удобном для них темпе, считается наиболее важным компонентом в онлайн-обучении.
- 7) Разработчики должны тщательно продумать уровень сложности содержания курса, чтобы правильно распределить учебную нагрузку, иначе студенты могут бросить обучение, не добравшись и до середины.
- 8) Конечная цель структурирования контента для онлайн-курса — эффективно помочь учащимся овладеть необходимыми знаниями и навыками. Итоговый контроль поможет определить, бы ли он успешен.
- 9) Должны ли дизайнеры отдавать предпочтение видео или текстовой презентации? Это решение имеет решающее значение для создания увлекательного и эффективного онлайн-курса.
- 10) Как дизайнеры определяют продолжительность онлайн-курса? Необходимо тщательно рассмотреть содержание курса и потребности студентов. Помимо этого, важно учитывать психологию восприятия и, конечно, маркетинговые составляющие. Пусть об этом позаботится аналитик и продюсер курса.

**Adapting materials for different proficiency levels:** Instructional designers need to provide materials that cater to the needs of beginners, intermediate and advanced learners, and personalize the learning experience for each student.

**Providing opportunities for practice and application:** E-learning programs should provide opportunities for learners to practice and apply their language skills in real-world contexts. Online discussion forums, group projects, and other collaborative activities can be created to foster interaction and language practice.

**Encouraging learner engagement:** Engaging learners is key to ensuring the success of an e-learning program. Instructional designers can incorporate gamification techniques, role-playing, interactive simulations, and other multimedia resources to keep learners engaged and motivated to learn.

So, if you're a language teacher looking to make a transition or add some new skills to your toolkit, instructional design could be an option for you. It's a challenging and rewarding field which will allow you to use your creativity and expertise. Plus, with the increasing demand for digital learning materials, there's never been a better time to explore this exciting career path.

8. Translate the following skills into clear recommendations for those seeking the ID/ED's career. Based on previously provided information, write a blog article (approx. 500 words) covering a) what ID/EDs do and where they work b) what competences they need at a junior and at an advanced level.

Область	Умения
Soft skills	Умение вести диалог / адекватность / эмоциональная устойчивость / готовность принимать критику
	Менеджерские скиллы, умение организовать работу других
	Самоходность, проактивность, инициативность
	Мотивация делать образовательные игры / крутые образовательные продукты
	Умение доносить свои идеи наглядно
Педдизайн + знание английского	Знание методик и подходов к обучению языкам, умение применять нужный подход в зависимости от needs analysis. Умение разложить тему, сферу знания на блоки. Умение увязать блоки в логичную последовательность для изучения
	Опыт работы с различным возрастом, понимание особенностей возраста
	Умение интересно доносить знания до аудитории определенного возраста
	Погруженность в педагогический и педдизайнерский контекст, фреймворк (типа 4c/id), теория познания, теория развития
	Знание английского языка на уровне не ниже B2-C1
	Навык проведения исследований с пользователями
Игры /вовлеченность	Умение считать игровой баланс
	Умение сформулировать интересную игровую концепцию; оригинальность идей, понимание трендов в геймдеве и ID
	Опыт запуска продуктов в геймдеве, знание геймдиз-терминологии
	Умение делать прототипы / макеты (собирать функциональные)
	Уметь прописывать базовые сценарии / сюжеты для игр / придумывать классные истории, где это актуально, продумывать нарратив
Связь с реальностью	Готовность учитывать интересы бизнеса, ограничения реальности
	Применимость идей для задач продукта
	Насмотренность на игровые / образовательные продукты
	Опыт работы с разработчиками и дизайнерами в digital продукте
	Работа с метриками

### 9. Discuss with a partner or within a mini-group:



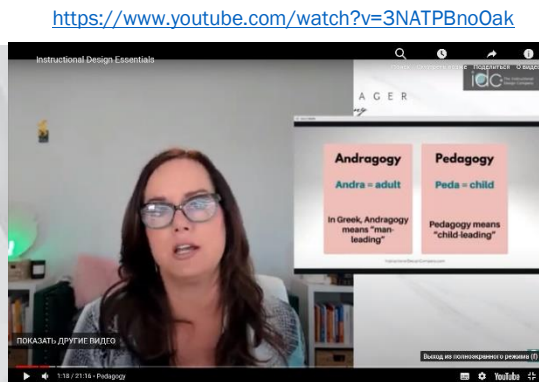
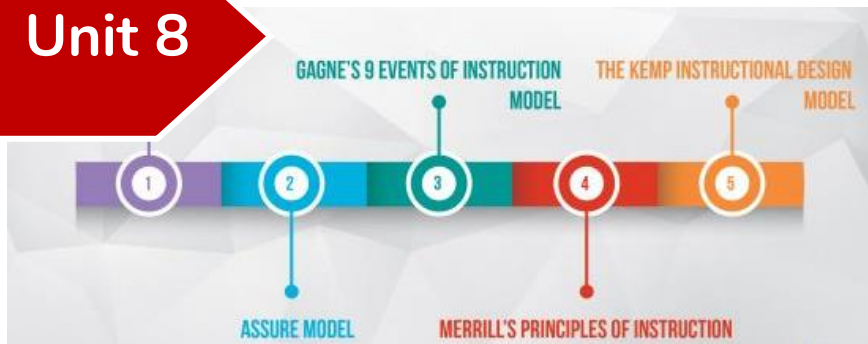
What are some potential challenges that instructional designers may face when developing materials for a diverse group of learners? How might cultural factors impact the design and delivery of English language instruction? Is there a way to meet the individual needs and goals of English language learners with diverse backgrounds and abilities?

(2) 1. j 2. d  
3. r 4. f 5. s  
6. c 7. e 8. b  
9. q 10. o 11. p  
12. n 13. k 14. a  
15. h 16. m 17. i  
18. g 19. l

(1) 1. False  
2. False  
3. True  
4. False  
5. True  
6. False  
7. True

(4)  
1. online delivery  
2. accessible instructional content  
3. materials grounded in sound educational theory  
4. learning management system  
5. to implement tools and resources  
6. software administration  
7. demonstrable skills  
8. web-based authoring and publishing systems  
9. user-friendly interfaces  
10. to facilitate quality control  
11. to meet course learning outcomes  
12. training theory

# Unit 8



## ID/ED Models

### Read About ID models:

- ADDIE Model
- SAM Model
- Merrill's Principles (MPI)
- Bloom's Taxonomy
- Gagne's 9 Events
- Dick and Carey Model
- Kemp Design Model
- C. Moore Action Mapping

## ID Essentials #1: All About Andragogy vs. Pedagogy

Andragogy is a theory of adult learning that says adult learners have unique characteristics. Because of those, your approach when designing adult training must differ from how you would create learning for children. The main difference is that pedagogy tends to be traditionally teacher-centered. So, the teacher is considered the expert, and students are more passive recipients of learning. Andragogy is learner-centered. Adults need to be active participants in their learning. They may set goals and evaluate their progress. The teacher is a facilitator of knowledge or a coach.

Malcolm Knowles' theory of andragogy is based on the idea that adult learners are self-directed and have a wealth of life experience that can be leveraged in the learning process. This differs from pedagogy which assumes that a younger learner needs more direction and exposure to experiences. According to Knowles, adults are motivated to learn when they see the relevance of the learning to their lives and when they have the opportunity to apply what they have learned practically. Andragogy also emphasizes the importance of active and problem-focused learning. They like to evaluate scenarios and create solutions; they prefer active discussions and debates.

**1. How many of these assumptions resonate with you as an adult? Does it resonate with you as a teacher? Why? Complete reading. Paraphrase or explain the collocations in blue.**

## ID Essentials #2: Design Principles and Systems for Adult Learning

Designing compelling learning experiences for adults requires understanding their needs and preferences. Help learners understand the relevance and purpose of the material so they are more motivated to engage with it.

Another important principle is to incorporate task-oriented and experiential methods to engage learners and allow them to apply their knowledge and skills. This could include problem-solving exercises, group discussions, or role-playing activities.

Self-directed learning is also a practical approach for adult learner. It's not about self-paced courses, but opportunities for learners to make choices and have control over their learning experience. For example, offering different activities or assignments to choose from can give learners a sense of ownership and engagement.

Also, it's important to consider learners' backgrounds and experiences when designing a learning experience. This can inform the difficulty level and the types of content and activities included. For example, senior executives may have different learning needs than first-time managers, and it's essential to tailor the learning experience accordingly.

Finally, content must be relevant and applicable to adult learners. Unlike children, adults have the choice to participate in learning experiences, and they can opt out if they don't find the content helpful or meaningful. Therefore, ensuring that the learning experience is tailored to the learners' needs and interests is critical. Another instructional design essential includes instructional design systems or systematic approaches to designing and developing learning solutions. Two popular systems include ADDIE and SAM. Other approaches and frameworks are Bloom's Taxonomy, MPI, Gagne's 9 events and more.



**Analyze.** In this phase, find answers to two critical questions. What is my audience’s learning need? What is the best way to meet that need? Conduct research to fully understand your audience, the content they need to learn, and the best-fit delivery method. Review prior courses to see what worked and what didn’t. Talk to learners and work with subject-matter experts (SMEs) to gather the best data.

**Design.** Create the learning module, starting with learning objectives. What must your students know, feel, or be able to do after they finish your course? Then, create a strategy that gets students there. Make sure you follow a logical sequence.

**Develop.** Here, you create the resources your students will need to achieve their learning outcomes. Conduct a test run-through of your course, preferably with key stakeholders, to fine tune the content and sequence. Run everything by your SMEs to ensure accuracy of info.

**Implement.** Students engage with your learning material! They enroll, follow the course, and complete modules. While this step seems straight-forward, you be creative with it. Think about the best way to onboard your students to your course. What 1<sup>st</sup> impressions do you want them to have, or the quality of instruction? Use your audience analysis from phase 1 to create buy-in from your learners.

**Evaluate.** Did your students meet their learning outcomes? In this phase, you evaluate not only their performance but your course as well. How did it succeed? How could it have gone better? This phase overlaps a bit with Analyze, which also asks you to evaluate prior courses. In an *agile model*, you ask for evaluations throughout the course.



**Instructional goals** (1) respond to competency gaps caused by lack of knowledge and skills, and (2) state desired outcomes of successful course completion.



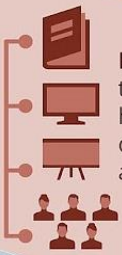
**Learning objectives** define specific, measurable actions that will enable learners to fulfill instructional goals.



**Target audience characteristics** (e.g., existing knowledge and skills, experience level, language proficiency, motivation) inform decisions throughout the ADDIE process.

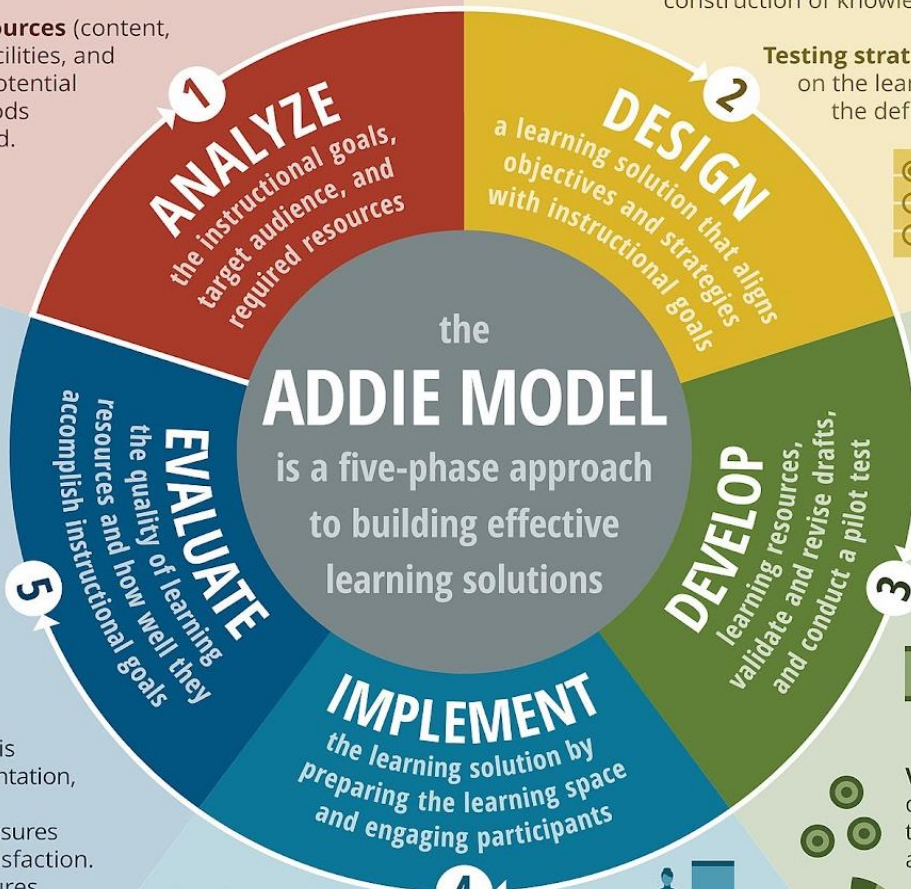


**Instructional strategies** (1) establish clear links between course content and learning objectives, and (2) introduce content and learning activities in a logical sequence that supports the learners’ construction of knowledge and skills.



**Required resources** (content, technology, facilities, and human) and potential delivery methods are determined.

**Testing strategies** provide feedback on the learners’ progress in meeting the defined learning objectives.



**Formative evaluation** is conducted prior to implementation in order to determine whether the quality of learning resources satisfies the standards established in the Design phase.



**Learning resources** are generated by integrating content and strategies with supporting media and developing guidance for instructors and learners.



**Summative evaluation** is conducted after implementation, generally at three levels:

- Level 1: Perception** measures degree of participant satisfaction.
- Level 2: Learning** measures acquisition of knowledge and skills.
- Level 3: Performance** measures transfer of newly acquired knowledge and skills to an actual work environment.



**Validation** of resources in development is performed through stakeholder review and subsequent revision.



**Participant engagement** begins with notification and enrollment, followed by pre-course communication and interaction with the newly developed learning resources.



**Preparation** for an instructor-led course identifies and schedules qualified individuals to act as facilitators and take part in a train-the-trainer workshop.



**A pilot test** and the feedback/observations collected offer insight into final adjustments that should be made before implementing the learning solution.

**Reference:**

<https://wellsaidlabs.com/blog/a-quick-guide-to-the-top-instructional-design-models/>



## 2. Pick the right answer:

### 1) Speaking of ADDIE, what should be done during the "analyze" phase of course design?

- A. Determine the best delivery method.
- B. Review prior courses for successful strategies.
- C. Talk to learners and SMEs for data gathering.
- D. All of the above.

### 2) What is the main focus during the "design" phase of course creation?

- A. Creating a logical sequence.
- B. Identifying learning objectives.
- C. Gathering data from learners and SMEs.
- D. Fine-tuning the content and sequence.

### 3) What should be done during the "develop" phase of course creation?

- A. Conduct a test run-through with key stakeholders.
- B. Ensure the accuracy of information with SMEs.
- C. Create resources for students to achieve learning outcomes.
- D. All of the above.

### 4) How should instructors approach the "implement" phase of course delivery?

- A. Be creative with onboarding students.
- B. Focus on creating a positive first impression.
- C. Consider the quality of instruction.
- D. All of the above.

### 5) Which phase requires evaluating both student performance and the course itself?

- A. Analyze
- B. Design
- C. Evaluate
- D. Implement

## 3. Match phrases and definitions:

a. the successful application of new skills and knowledge learned in a training program to real-life work situations.	1. stakeholder review
b. various techniques used to deliver training content, such as lectures, discussions, hands-on activities, and online modules.	2. instructional goals
c. specific and measurable objectives that outline what learners should be able to do after completing a training program.	3. participant satisfaction
d. the degree to which learners are actively involved and invested in the training process.	4. facilitator
e. a trial run of a training program with a small group of participants to identify and address any issues before full implementation.	5. instructor-led course
f. a training program delivered in person by an instructor or facilitator.	6. train-the-trainer workshop
g. combining different elements of training material to create a cohesive and comprehensive learning experience.	7. transfer of knowledge to actual work environment
h. obtaining feedback and input from key stakeholders, such as subject matter experts and managers, to improve the training program.	8. respond to competency gaps
i. specific and measurable statements that describe what learners will know or be able to do after completing a training program.	9. learning objectives
j. ongoing assessment during a training program to gather feedback and make improvements to the content and delivery methods.	10. target audience
k. a structured and coherent order in which training content is presented to facilitate understanding and retention.	11. logical sequence
l. ensuring that all training materials and resources are accurate, up-to-date, and relevant to the learning objectives.	12. integrating content
m. an overall assessment of a training program's success in achieving its goals and objectives.	13. guidance development

n. a person who leads and guides discussions, activities, and learning experiences in a training program.	14. satisfy the standards
o. the group of people for whom a training program is designed, typically based on their roles, responsibilities, and learning needs.	15. delivery methods
p. addressing areas where individuals lack the necessary skills or knowledge to perform their job effectively.	16. summative evaluation
q. a training session designed to equip individuals with the skills and knowledge needed to effectively deliver training programs to others.	17. participant engagement
r. creating instructional materials and resources to support the delivery of training content.	18. formative evaluation
s. the level of contentment and engagement reported by participants in a training program.	19. resources validation
t. meeting established criteria or benchmarks for quality and effectiveness in training programs.	20. pilot test

**4. How is ADDIE different from SAM? Why is it called ‘agile’? How can you relate this type of course development to your teaching and lesson planning routines? Read the text to find out.**

<https://wellsaidlabs.com/blog/a-quick-guide-to-the-top-instructional-design-models/>

## Emphasis on Agile: The Successive Approximation Model (SAM)

While ADDIE isn't exclusively a step-by-step model, instructional designers sometimes struggle to break out of a waterfall mode of thinking when they use ADDIE. A popular alternative to ADDIE, the Successive Approximation Model (SAM) uses agile principles. Some call it the Agile Model for this reason. This model emphasizes learner experiences, engagement, and motivation, while ADDIE tends to emphasize content and structure.

SAM is an iterative prototyping model. Simply put, you develop a series of course prototypes until you reach a completed, or “gold,” version. These prototypes take three main phases to develop.

### Phase 1: Information Gathering

Without spending too much time, gather the information you need about your audience, their training backgrounds, and what they will need to succeed.

The end of this phase is called the “Savvy Start.” Using the information, you’ve gathered, brainstorm the intended course outcomes and course approaches with key stakeholders.

Sketch a very rough course prototype collaboratively. Keep it rough and brief, and make sure you don't put too much effort into polishing it. A good prototype is rough enough that components can be easily discarded or replaced. Build in your content, keeping your audience's needs in mind.

### Phase 2: Iterative Design

Continue to design your content, moving broadly across the course. As you iterate on your course design, go deeper into each content module in small steps. Bring in the appropriate media and enhance critical details.

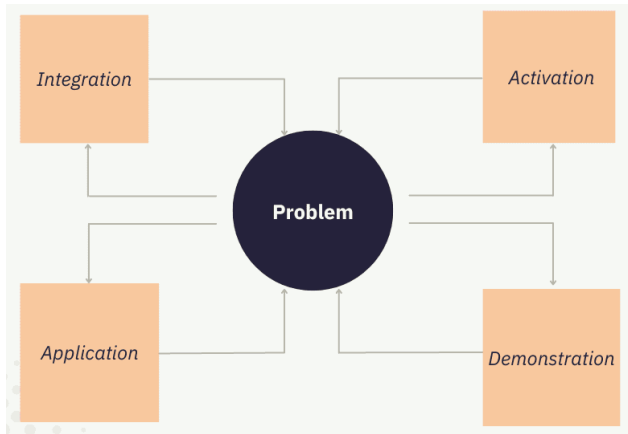
After each design iteration, conduct a quick informal review. Use this feedback to build your next prototype.

### Phase 3: Iterative Development

At this point, you should have a design proof. With this proof, conduct a trial run to ensure all aspects of the course run properly. Review the course as a whole, and use these reviews to fine tune the course. Think of this phase as a series of dress rehearsals. The first dress rehearsal is the Alpha review, which is reviewed by stakeholders. The second, or Beta review, includes all media and content. Once the Beta proof gets the go-ahead from all stakeholders, it's labeled the Gold proof, and it's ready for your learners.

**Be ready to paraphrase or explain the word collocations in green.**

## Merrill's Principles of Instruction (MPI)

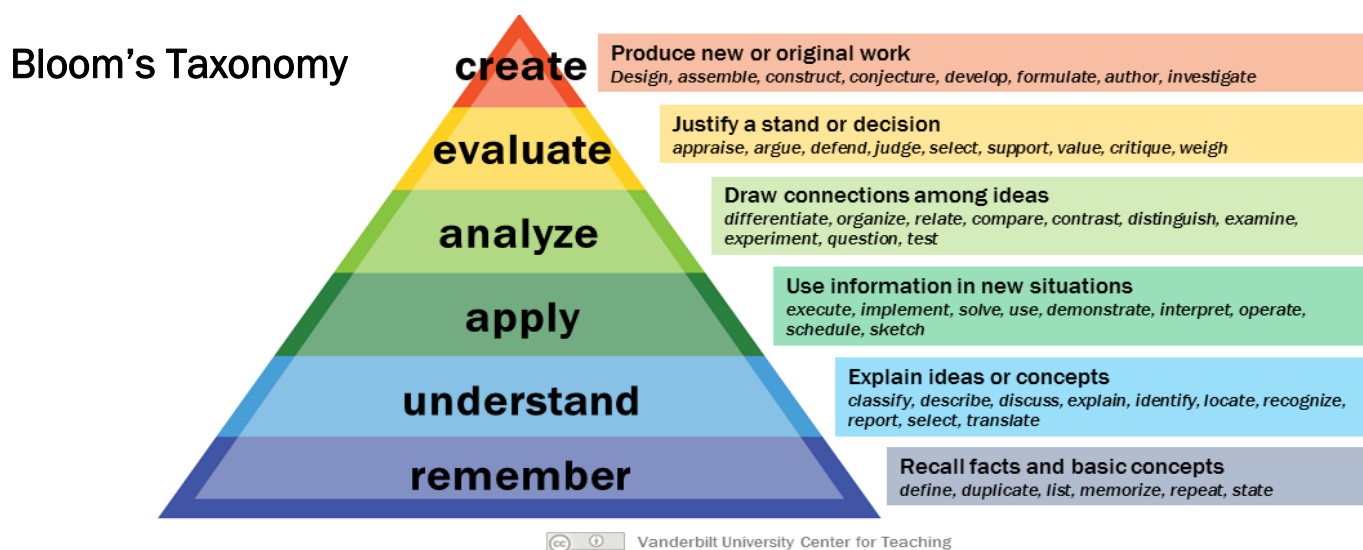


Merrill's Principles have helped instructional designers keep their courses relevant since 2002, when David Merrill first proposed them. They create a holistic framework of instruction, integrating five critical principles of the learning process. These five points dictate that learning should be:

Merrill's Principles of Instruction (MPI) is a task-centered approach that focuses on ways to facilitate learning. The five MPI principles involved in this instructional design model are:

1. **Task-centered and problem based:** Learning materials must be designed around authentic, real-world tasks that learners will likely encounter in their daily workflows. When students can relate their learnings directly to real world issues, their retention increases.
2. **Activation built on prior knowledge:** Learning materials must activate learners' existing knowledge and experience, and stimulate interest and curiosity. By activating what they already know about the subject matter, students connect to new understandings.
3. **Demonstration:** New knowledge or skills must be demonstrated through examples, models, and expert performance. Show your learners what they're supposed to learn, rather than merely telling them.
4. **Application:** Learners must be given opportunities to apply what they have learned in realistic situations or contexts, and receive feedback on their performance.
5. **Integration:** Learners must be encouraged to integrate new knowledge into their daily work and use it to solve problems. Ask your learners to directly apply their new understandings to real-life problems. The things learned are immediately integrated into their work. By asking learners to practice their new skills within the context they'll be using them, their learnings will translate into real-time behaviors.

For instructional designers, **Merrill's Principles of Instruction** provides a useful framework for designing engaging, relevant, and practical instruction. By incorporating authentic tasks, activating prior knowledge, demonstrating new concepts, providing opportunities for application and feedback, and organizing content for retention and transfer, instructional designers can create instruction that is more likely to achieve the desired learning outcomes.



Bloom's helps you write clear learning objectives. Created by Benjamin Bloom in 1956, Bloom's Taxonomy essentially describes the order of cognitive skills involved in mastering new content.

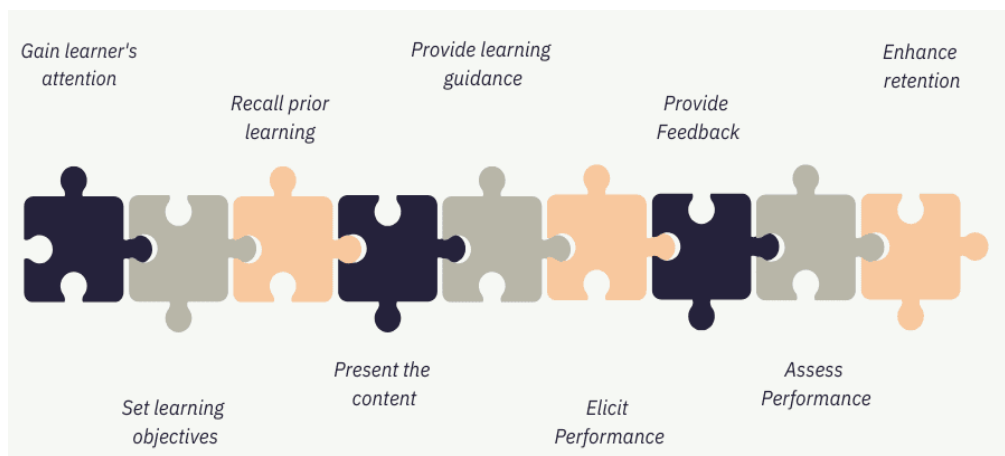
Often depicted as a pyramid, Bloom's theory of learning states that students must master one ability before moving on to the next. Learners first demonstrate they can remember facts before they move to the higher-order ability to understand those facts. Next, they can apply that understanding to new situations, draw new connections, and evaluate the results.

At the highest cognitive order, students produce new, relevant contributions to that field and demonstrate full mastery. Use Bloom's to make sure your course objectives fall in an appropriate order. Students will feel frustrated if you ask them to apply foundational concepts if they don't first understand them.

If you're using ADDIE, Bloom's can help you during the Design phase to write clear, on-target course objectives. Each tier of the pyramid gives you clear, actionable verbs, such as "define" for lower order skills and "appraise" for higher skills. Use these verbs to write learning outcomes. For instance, a course on Bloom's could include the following three learning outcomes:

Students will be able to...*list* the six stages of Bloom's Taxonomy, *defend* the value of Bloom's Taxonomy to ID design and *critique* the value of Bloom's Taxonomy to instructional design.

## Gagne's Nine Events of Instructions



Robert Gagne's Nine Events of Instruction is based on the behaviorist approach to learning. The framework identifies nine key instructional events to address in sequence to maximize learning:

- **Gain**

**attention:** Capture learners' attention and create a sense of relevance and importance for the learning material.

- **Inform learners of the objectives:** Set clear and specific learning objectives that provide a clear target for learners to work on.
- **Recalling prior learning:** Activate learners' prior knowledge and experiences related to the new learning material.
- **Present the material:** Present new information to learners in a clear, organized, and engaging way, using various instructional strategies. Use chunking for easy consumption of the content.
- **Provide guidance:** Supplement the content with case studies, activities, discussion questions, and other instructional support materials.
- **Elicit performance:** Provide opportunities for learners to demonstrate their understanding and apply the new knowledge and skills in realistic situations.
- **Provide feedback:** Provide positive reinforcement and corrective feedback to learners on their performance.
- **Assess performance:** Assess learners' mastery of the learning objectives, using a variety of assessment methods.
- **Enhance retention:** Facilitate the transfer of learning to real-world situations to enhance long-term retention of the material.

### 5. What do you think?



Which of the principles and approaches described above do you use in your teaching and planning courses?  
Which of them are new to you?  
Which give you insights for your future creative work?



## Origins

Instructional design first began during the World War II when a large number of psychologists and educationists were summoned to develop training materials and to apply their knowledge of evaluation.

6. Can you find more facts about ID/ED and the people who have developed this field? Share your findings with the group.

### The Programmed Instruction Movement

**1954** - B.F. Skinner through his article "The Science of Learning and the Art of Teaching" pioneers the concept of programmed instructional materials.

**1956** - Bloomberg Benjamin leads the development of the "Taxonomy of Educational Objectives" identifying 3 principal domains of learning.

**Early 1960s** - Robert F. Mager emphasizes the importance of desired behavior, learning condition and assessment in writing learning objectives.

Mid 1950s - Mid 1960s



B.F. Skinner    Bloomberg Benjamin    Robert F. Mager

### The Criterion-Referenced Testing Movement

**In 1962**, Robert Glaser coins the term "criterion-referenced measures" to assess students' entry-level behavior & post-training competency.



Robert Glaser

### The Conditions of Learning

**In 1965**, Robert Gagne identifies the 9 events of instruction highlighting some very important areas in learning hierarchies and hierarchical analysis.

1965



Robert Gagne

### A Rise of Interest in the Systems Approach

A number of models based on information-processing-approach are developed across military, academia and organizations, many of which use media to improve the quality of instruction.

1970s



### The birth of e-learning

Methods are evaluated as to how the PC could be used in an academic and interactive context as PLATO, the first generalized computer assisted instruction system allows computers to be integrated into instruction. Concurrently, there is also a rising interest in the principles of cognitive psychology.

1980s



### A Rising Interest in Constructivism and the Importance of Performance

The constructivist theory underlines the importance of "authentic" learning tasks that replicate the actual complexity of the real world environment of trainees as opposed to the theoretical learning approach which preceded it.

1990s



### The Rise of Online Learning

Deeper internet penetration, better bandwidths and rise of the social media makes online learning a viable, economical & effective medium.

2000s



2010 and beyond

Now is the age of learning technology in all its form – social, mobile and personalized. Big data and analytics are shaping the way how learning is tailored to the needs and preferences of each learner. The principles of instruction are no doubt, rooted in years of research in ID, but learning is now designed to be more contextual, fluid and learner-friendly. Social Mobile Analytics and Cloud (SMAC) technologies are at the heart of this era of learning.

## 7. Visit

<https://instructionaldesigncompany.com/instructional-design-language/> to find out what these acronyms and words stay for: **ILT, F2F, Hybrid, Knowledge Check, SME, LMS, Storyboarding, Primacy/Recency, T3**



## ID TRIVIA

→ Instructional design has been used in English language teaching since the early 1960s.

→ The majority of English language textbooks are based on the principles of instructional design.

→ ID principles include theories and models such as ADDIE (analysis, design, development, implementation, and evaluation). Initially developed by the US military for training purposes during World War II, the framework has evolved over the decades and is still widely used in ID.

→ Instructional designers first of all conduct "needs analyses" to determine the specific needs and goals of learners. They also consider their learning styles, motivation, and engagement when designing learning experiences.

→ Instructional design is not limited to traditional classroom settings, but applies mostly to online and blended learning environments. Nowadays ID goes along with research and practices of learning experience design (LXD), mobile apps design, learning management systems (LMS)

8. Class discussion (debate)



- 1) Can you summarize some ID/ED principles and systems so far? Which of them have you memorized the best? Which do you find useful for your work? Which are the least understandable?
- 2) Read through the responses below from some teachers interviewed on using ID principles in their teaching practices. Do you think id/ed principles should be applied more in teaching languages? Divide into two teams, discuss within your group the possible pros or cons. Have a debate: each team shall support either pros or cons. Present clear-cut proofs and arguments to persuade the other team, that you are right.



**Jake:** "I am strongly against the idea of applying instructional design to English language learning. It takes away from the natural process of language acquisition and makes it feel like a chore instead of an enjoyable experience. When I was learning Spanish in school, we had to follow strict lesson plans and constantly take practice tests. It took away the excitement of discovering a new language on my own."



**Layla:** "As an ESL teacher, I have seen firsthand how ID principles can benefit students by breaking down complex concepts into smaller, more manageable pieces. One of my students was struggling with phonetics until I used ID techniques to create interactive activities that focused on specific sounds. Now he is able to pronounce English words more accurately and confidently."



**Ryan:** "I'm not sure how I feel about the idea of applying instructional design to English language learning. On one hand, I think it could be helpful for certain students who may need extra support or structure. But on the other hand, I worry that it could stifle creativity and individuality in the learning process. After all, no two people learn a language in exactly the same way. I would need more evidence and research to make a definitive decision."



**Rachel:** "Oh my gosh, I absolutely love the idea of using instructional design for English language learning! It's so important for language learners, especially young children, to have clear and structured lessons that gradually build upon each other. When I was learning French, I didn't have any structure and it was so overwhelming. But when I started learning Japanese with an instructional design approach, it was so much easier to follow and I felt like I was making real progress. Plus, it made learning fun and engaging!"





# LEVERAGE YOUR TEACHER SKILLS FOR A THRIVING CAREER IN INSTRUCTIONAL DESIGN

[instructionaldesigncompany.com/teacher-to-instructional-designer-leverage-teacher-skills/](https://instructionaldesigncompany.com/teacher-to-instructional-designer-leverage-teacher-skills/)

9. Read the blog article of a former teacher, now an ID. Translate the enhanced collocations, or paraphrase.



In the dynamic world of instructional design, your teacher skills can give you a significant advantage. Your experience in the classroom, honed through countless hours of shaping young minds, holds immense value in this field. By leveraging your teacher skills, you can stand out and make a positive impact on instructional design projects.

As a teacher, you possess a unique set of skills that align with the goals of instructional design. Your ability to engage learners, create effective learning experiences, and manage diverse classroom environments can be a game-changer.

This is a personal topic for me because I'm a former 5th grade science and social studies teacher. I transitioned out of the classroom and into instructional design because my teaching job didn't make ends meet.

I was burnt out, broke, and wanted to find a career where I could leverage my teacher skills and support my family. There were skills I had that could be immediately applied to another position, I just didn't know it yet.

## Project Management

I love to start with project management because teachers often don't realize they have this in their tool belt. Here are just a few things teachers do that fall under project management:

- Planning for the school year based on standards
- Weekly lesson planning based on student growth
- Daily planning to make sure you have student resources ready

As an ID, we do a lot of planning and progress-tracking as well. We just call it project management: "the application of processes, methods, skills, knowledge and experience to achieve specific project objectives according to the project acceptance criteria within agreed parameters."

Here's a quick list of project management skills you'll need as an instructional designer:

- Project planning (time/budget/scope)
- Task identification (what needs to be done in a project) and ownership (who needs to complete each task?)
- Sprint planning (what can be accomplished in a 1- or 2-week chunk of time)
- Project management methodologies (Waterfall, Agile, for example) and tools (Trello, ClickUp, Kanban)

## Communication

This is one of those teacher skills that's a super power! Teachers are skilled in adjusting their message based on their audience. For example, you communicate with students, their parents, colleagues, and administration.

In instructional design, you'll tap into that same skill just with a different audience. Instead of students you'll need to be in touch with the end-users of the learning solution, or whoever the learner is. You'll also need to communicate with your colleagues (other

So, I went out and I started looking at every job posting in my local area. I read through all the different skill requirements. Until one day, I finally landed upon a job that I was like, "Oh, I can do that!" It was instructional design!

If my experience making this change can help or encourage anyone else, I'm happy to share what I've found. There are a lot of skills you can build on as a teacher entering an instructional design job. So, I've grouped these skills into 6 categories. In each category you'll recognize how you already have experience as well as what you might need to do to upskill and prepare yourself for an instructional design job.

instructional designers or an L&D team). Instead of administration, you'll be keeping stakeholders and business owners in the loop on project progress.

One new area of communication you'll need to get used to as a teacher moving into instructional design is working with subject matter experts (SMEs). Teachers are used to being the SMEs themselves! In ID, you'll often work with others who hold the content knowledge. You'll need to learn how to effectively interview SMEs so you can get the information you need to design a learning solution.

Just like in teaching, IDs communicate via email and messaging tools like Slack. We also use learning management systems and a company intranet. Although the tool might be different (Microsoft Teams instead of Zoom, or Cornerstone instead of Canvas), your ability to navigate these tools will crossover and serve you in an instructional design job.

## Collaboration and Team Work

In a similar sense, both teachers and instructional designers must work in partnership with all of the above audiences. There aren't a lot of differences here. Just as you might change your approach to effectively work with parents to help a student succeed, you'll be code switching as an instructional designer to ensure a learning solution is effective and successful.

## Technology

As a teacher, you use some form of technology on a daily basis, especially since COVID! You'll have to use similar technologies as an instructional designer. Here are a few examples:

- Learning management systems
- Interactivity tools
- Virtual session tools
- Project management tools
- Multimedia software
- Authoring tools
- AI

Multimedia software includes things like PowerPoint that you're likely familiar with. It also includes video development software that might be new to you like Adobe Premiere Pro.

IDs have familiarity with authoring tools like Articulate Storyline to develop eLearning courses. Another big area of focus is AI. It's important to understand how you can leverage AI to speed up your work processes and improve the quality of your work. Some of my favorite AI tools to learn include [ChatGPT](#) and [Descript](#).

## Teaching

Believe it or not, you can use your teaching skills as an ID. As a teacher, you are delivering and facilitating the learning of your students, you are focused on creating a positive learning environment and managing the different behaviors that may happen in your classroom. Teachers assess whether or not your students are getting what you're saying. They pivot or redirect as needed. They also think about how to reinforce what they're teaching with lots of opportunities to practice. All of that can be leveraged as an instructional designer in a variety of ways, for example write engaging lessons for adult learners and play a certain role in creating or planning the facilitation of that content, or even training other teachers for your lessons.

## Curriculum Development

The number one, top teacher skill you can use to move into instructional design is curriculum development. Here are some tasks that instructional designers have to complete, **do any of them look familiar to you?**

- Select content and resources
- Design learning that maps to learning objectives/outcomes
- Adapt and customize content
- Create engagement activities
- Write assessment questions
- Interview subject matter experts

So, now that you know how your teacher skills can be leveraged in an instructional design job, **what's your next step?** If you want to learn more about moving into an ID career, check out my [four-step instructional design transition plan](#).

**Top 20 Questions**  
**TEACHERS ASK ABOUT A CAREER**  
**CHANGE TO INSTRUCTIONAL DESIGN**

*Your path to a new career in instructional design starts here!*

[Download the pdf file with Questions and answers](#)

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## 10. Fill in the gaps with the suitable phrases:

transitioning out, unique set of skills that, code switching, leveraged my skills, project acceptance criteria, sprint planning, agreed parameters, content knowledge, make a positive impact, game-changer, upskill, adjust my message, in the loop on project progress, progress-tracking tools, big area of focus, positive learning environment, pivot and redirect, leverage ai, stood out, curriculum development (2), L&D

1. I \_\_\_\_ (1) as a teacher to become an instructional designer. 2. By creating innovative learning materials, I \_\_\_\_ (2) among other instructional designers. 3. My goal was to \_\_\_\_ (3) on learners by designing engaging courses. 4. As a former teacher, I possess a \_\_\_\_ (4) give me an edge in instructional design. 5. My interactive simulations were a \_\_\_\_ (5) for student engagement. 6. After \_\_\_\_ (6) of the classroom, I found my passion in \_\_\_\_ (7). 7. In order to keep up with industry trends, I constantly \_\_\_\_ (8) myself through various courses and workshops. 8. We use \_\_\_\_ (9) to ensure our courses meet the highest standards. 9. Our team always sets \_\_\_\_ (10) within \_\_\_\_ (11) to ensure a successful outcome. 10. During \_\_\_\_ (12), we map out the milestones for each stage of course development. 11. I always \_\_\_\_ (13) based on my audience's needs and preferences. 12. Working closely with the \_\_\_\_ (14) team, I have gained invaluable knowledge about adult learning theories. 13. It's important to keep your client \_\_\_\_ (15) to maintain transparency. 14. Being a former educator, I hold the necessary \_\_\_\_ (16) for designing effective courses. 15. As an instructional designer, \_\_\_\_ (17) between different learning platforms is second nature to me. 16. Effective instructional design is a \_\_\_\_ (18) in the ever-evolving education sector. 17. We \_\_\_\_ (19) to speed up our work processes and improve course development efficiency. 18. A \_\_\_\_ (20) is crucial for effective course delivery and learner engagement. 19. In times of unexpected challenges, I \_\_\_\_ (21) my design approach as needed. 20. My experience as a teacher has been instrumental in my \_\_\_\_ (22) skills.

## 11. Answer the questions:

- How can leveraging teacher skills give someone an advantage in the field of instructional design? What are some specific skills that teachers possess that align with the goals of instructional design?
- How did the author discover that their teaching skills could be applied to another position? What is the purpose of her grouping teacher skills into 6 categories for entering an instructional design job?
- How does project management relate to the work of teachers and instructional designers? What are some project management skills that instructional designers need to have?
- How does communication in instructional design differ from communication in teaching? In what ways do instructional designers collaborate with different stakeholders?
- How does technology play a role in both teaching and instructional design? What are some examples of multimedia software used by instructional designers?
- What is the significance of curriculum development in instructional design? What are some tasks related to curriculum development that instructional designers have to complete?
- How can teachers leverage their teaching skills in the field of instructional design? How are the skills used in teaching transferable to instructional design?

## 12. What do you think?



Share with your partner your ideas about transitioning to the career or an ID/ED. Have you considered this option? Why? Why not? What might attract you in this career path and what would avert you from taking it?

Need more info? Visit the **YouTube Channel**

<https://www.youtube.com/c/InstructionalDesignCompany/featured>

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- |                                 |                                   |                                     |
|---------------------------------|-----------------------------------|-------------------------------------|
| 1. leveraged my skills          | 2. stood out                      | 3. make a positive impact           |
| 4. unique set of skills that    | 5. game-changer                   | 6. transitioning out                |
| 7. curriculum development       | 8. upskill                        | 9. progress-tracking tools          |
| 10. project acceptance criteria | 11. agreed parameters             | 12. sprint planning                 |
| 13. adjust my message           | 14. L&D                           | 15. in the loop on project progress |
| 16. content knowledge           | 17. code switching                | 18. big area of focus               |
| 19. leverage ai                 | 20. positive learning environment | 21. pivot and redirect              |
| 22. curriculum development      |                                   |                                     |

# Unit 9

## Teaching Online Lessons

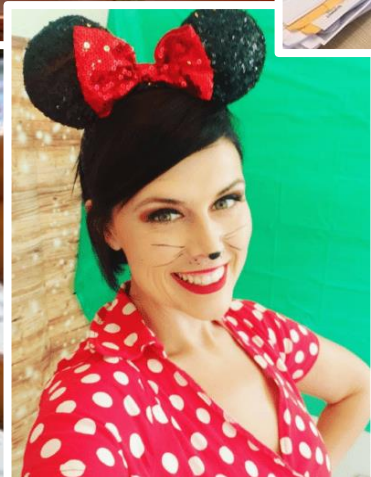
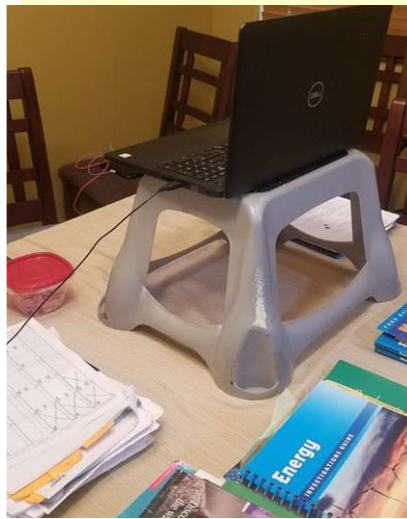
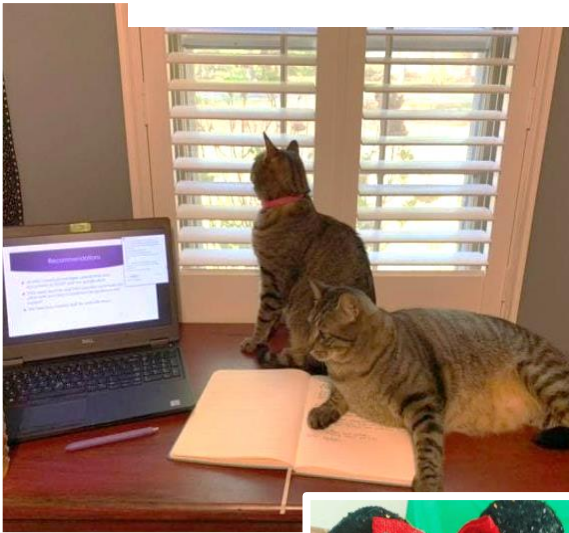


Suddenly, words like “distance learning” and “virtual classroom” are on everyone’s lips. As a result of the COVID-19 pandemic, millions of teachers (and their students) are now doing their best to adapt to a brand-new learning environment. Whether teaching a full day of classes on Zoom, pre-recording lessons for kids to watch later, or sending assignments home through virtual learning platforms or even the mail, teacher life is very different now.

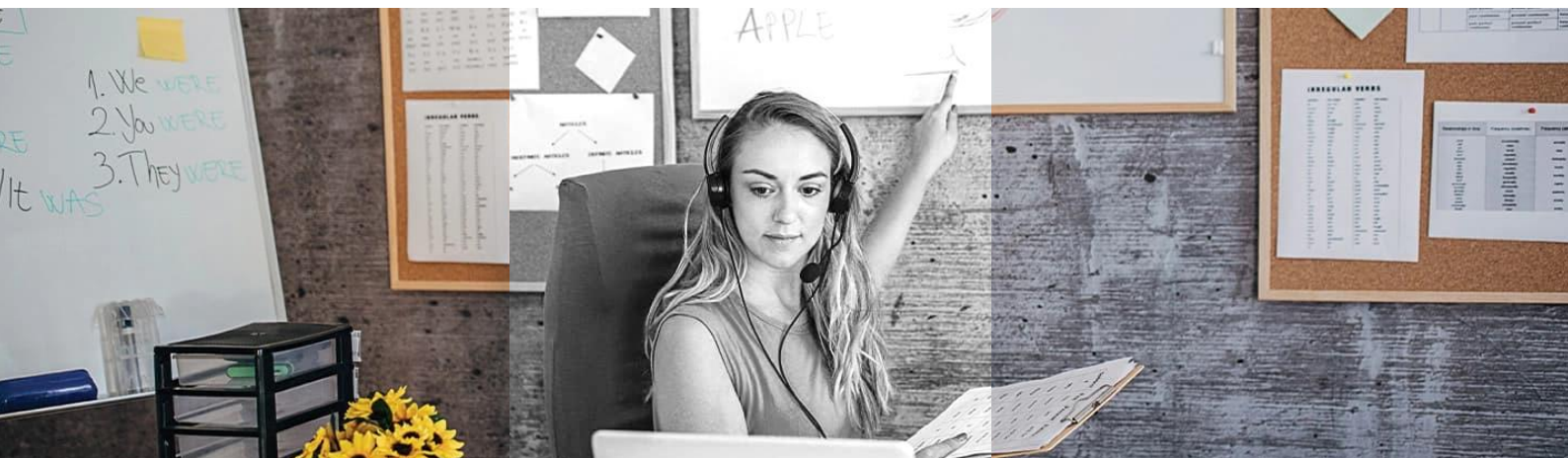


**1. Read the statements from online teachers worldwide. Which of them can you relate? Discuss with a partner. Choose pictures to illustrate the ideas.**

- A. Virtual teaching is still teaching (and learning too!)
- B. Daily schedules are pretty different now.
- C. Use what you’ve got.
- D. Home whiteboards are better than gold.
- E. There are so many ways to do storytime now.
- F. You can still display student work.
- G. Co-teachers are getting lazier by the minute.
- H. The dress code has been ... relaxed.
- I. Virtual field trips to new places are pretty great.







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# How to Set Up a Virtual Classroom



Moving a classroom online is no easy task, especially for those who are new to teaching remotely for an extended period of time.



by Micah Castelo 

Micah Castelo is a web editor for *EdTech: Focus on K-12*. Her experience includes education and community news coverage for the *Syracuse Post-Standard* and international news reporting for the Pulitzer Center on Crisis Reporting.

Now, many teachers are stepping out of their comfort zones to learn new tools and online teaching strategies. That includes knowing how to create an environment that enriches student learning and contributes to effective instruction, even if it takes place over the internet. Here are four tips educators can use to get started with setting up their virtual classroom.

## 1. Get Your At-Home Workspace Ready

Creating a designated space for work and online teaching is crucial for educators working from home. Doing so can help them stay productive and focused throughout the day and minimize distractions that may disrupt student learning.

Teachers don't necessarily need to have a home office or retrofit an existing room into one. Some have invested in new equipment such as professional cameras, headsets and whiteboards to provide higher-quality synchronous and asynchronous instruction. However, making small adjustments — from moving to a well-lit, clutter-free room to live stream or record a lesson to using a stack of books to raise a webcam up to eye level when videoconferencing — can make a huge difference in how well they teach online.

## 2. Test Your Tech Before the Start of Class

Educators should also be aware of common technical issues that they or their students may encounter during online learning, such as microphones not working properly or embedded videos not playing in presentations. This is especially important, as many IT departments are swamped with tackling more urgent requests and bigger challenges now that schools are largely distributed.

It's a good idea for teachers to conduct a video and audio test on any devices or platforms they'll be using. They should also consider doing a run-through of their lessons before livestreaming or recording them. Taking these steps

can help minimize the amount of **troubleshooting** they have to do throughout the day and can make them feel more prepared and confident with online teaching.

### 3. Set Classroom Expectations, Goals and Routines

Even if students aren't physically in a classroom, educators will still need to set clear expectations for their classes. Emily Kirsch, instructional technology coach at *Educate*, tells *EdTech* that establishing class norms and goals with students encourages them to **take ownership of their learning** and **fosters productive learning environments**.

Many schools have set expectations and guidelines for students when using school-issued devices, **videoconferencing platforms** and other digital tools. Teachers have also created posters and presentations to share on **Google Classroom**, **Microsoft Teams** or the learning management system of their choice to help students navigate their new classroom setting.

### 4. Make Communication and Survey Tools Available

**Open lines of communication** are key to a virtual classroom, especially now that face-to-face conversations are limited. By providing accessible and consistent communication, teachers can keep parents and guardians informed on the latest school news or their student's progress. This also lets educators check in on their students and **ensure their social and emotional needs are met**.

Besides the standard phone calls, emails and text messages, educators can post class updates and schedule **one-on-one meetings** using their LMS to streamline all communications and reduce the need for any additional IT support.

It's also important to gather feedback from students and their families to **identify areas of improvement**. With online surveys such as Google Forms and apps like Seesaw, Kahoot and **Microsoft's Flipgrid**, educators can ask questions about students' online classroom experiences. They can also collect valuable data, such as what time students are doing their online schoolwork and how long it takes them to complete it, and use that data to adjust how they prepare and deliver their lessons.

Setting up a fully virtual classroom is no easy task, especially for educators who are unfamiliar with online tools. But being open to new ways of using technology for learning can bring teachers one step closer to making online learning more accessible, engaging and effective for all students.

## 2. Match Definitions with phrases:

SOUTH\_AGENCY/GETTY IMAGES

A. officially assigned or appointed to a specific role or task.	<b>1. classroom setting</b>
B. a practice session/rehearsal to go through something in entirety.	<b>2. common technical issues</b>
C. the physical environment where teaching and learning take place within a school or educational institution.	<b>3. minimize distractions</b>
D. recognize and pinpoint aspects to be enhanced or developed.	<b>4. a run-through</b>
E. reduce the number of things that divert one's attention from a particular goal.	<b>5. live stream</b>
F. overwhelmed with dealing / solving a difficult problem or situation.	<b>6. designated</b>
G. creates effective and conducive settings for learning.	<b>7. open lines of communication</b>
H. maintain clear and accessible channels for exchanging ideas.	<b>8. retrofit</b>
I. frequently encountered problems related to technology	<b>9. troubleshooting</b>
J. broadcast an event or activity in real-time over the internet.	<b>10. to take ownership of</b>
K. to accept responsibility for something, be accountable for its success or failure.	<b>11. swamped with tackling</b>
L. modify or update something, especially a building, to make it more efficient or suitable for a new purpose.	<b>12. one-on-one meetings</b>
M. individual discussions or consultations between two people.	<b>13. identify areas of improvement</b>
N. identifying and resolving problems or malfunctions in a system or process.	<b>14. fosters productive learning environments</b>



# Challenges with Online Teaching and Learning of English Vocabulary

Abdel Rahman Mitib Altakhaine\*, Mohammad Alaghawat, and Afakh Younes

This study is a serious attempt to explore challenges faced by teachers and students in online class by seeking answers to the following questions:

- 1) What are the challenges that secondary school teachers and students in Jordan encounter regarding teaching and learning English online in Jordan?
- 2) How can these challenges be overcome from the viewpoints of teachers and students?

1 The population of the study consisted of students and teachers either studying or working at secondary schools in Amman. Public schools were selected rather than private schools since the latter are inconsistent in terms of their online learning techniques; each school uses certain platforms and utilizes specific teaching methods and as such comparison may not be valid as opposed to public schools that follow similar teaching methods and platforms.

2 According to 28 of the interviewed teachers, organizing and explaining online lessons takes too much time in online classes, teachers need a great deal of time to organize the online meetings, check the Internet connection, share the presentation, and check the attendance of all students. Some teachers argued that in online classes they directly taught the core of the material because of time restrictions. Sometimes they could not practice or do more exercises due to the lack of time where the time of the online session does not exceed 35 minutes. Several teachers complained about the difficulty of managing the class due to the large number of students where some classes included 50 students and above.

3 It is challenging to give all students the opportunity to answer a certain question or comment on a student's answer due to time restrictions. One teacher stated, "during online learning, I felt for a moment that I lost control and could not manage the class." Another teacher stated that "it was difficult to explain all the mentioned English words and their meanings in various contexts. Moreover, finishing the course on time has caused a lot of pressure on us as teachers." Eleven students also reported that one of the challenges they faced in learning English vocabulary online is poor class management. For instance, one student stated: "even though I raised my hand to answer several times, the teacher did not pick me. I felt that the teacher has lost control of the class."

4 As reported by twenty-seven of the interviewed teachers, students in public secondary schools in Jordan are academically weak. On one hand, they cannot employ English vocabulary in sentences or use words in inappropriate contexts. This weakness is due both to their inability to distinguish the intended meaning from the context and the fact that

some synonyms do not carry exactly the same meaning.

Moreover, students in public secondary schools in Jordan do not make use of English dictionaries when they misunderstand some English words. They suffer from a lack of knowledge of how to search for a word along with its synonyms and antonyms in the dictionary. In this regard, one teacher stated that, "when I asked students to search for a word as an assignment, half of them did not submit it because they did not know how to use the dictionary." Twelve students also indicated that they encountered problems with English vocabulary because they felt that they are weak and do not have the ability to memorize the meaning of English words.

Teaching from home proved to be difficult and challenging for both parties, as reported by twenty-six teachers and fifteen students. Both female and male teachers expressed their dissatisfaction with students' misbehavior. Such misbehavior has disturbed the general atmosphere of the class and confused students, e.g., eating, making random comments, interrupting teacher talk, turning cameras off, and using mobile phones in online classes. All these acts caused frustration for the teachers and students and affected the process of teaching English

A female teacher stated that, "some students suddenly open the microphones and the voices around them were heard and disrupted teachers' line of ideas or thoughts." Thus, it could be proposed that some students open the microphones by accident; however, some of them do it in purpose to disturb the follow of the online class. Students also expressed their dissatisfaction with their classmates' misbehavior during online classes. A student stated that: "I was kicked out of the class (removed) more than once; it was very annoying since I kept missing parts of the class."

Giving good feedback to the students and correcting their frequent pronunciation mistakes is a fundamental part of helping them improve when learning English vocabulary. In face-to-face classes, teachers are used to giving their feedback directly to each student and sometimes ask him/her to repeat the pronunciation of certain difficult words until they are mastered. On the contrary, in online classes, the teacher discusses common mistakes that students make when pronouncing some words.

As reported by twenty-six teachers, their online feedback was general and did not discuss each student and their weaknesses individually. One teacher stated that "it is difficult to give feedback individually in online classes, as it takes a lot of time." This statement could be related to the Jordanian Arabic culture where students prefer to get feedback individually and they do not prefer to discuss their private issues and weaknesses in public.

- 10 25 teachers as well as 18 students noted that one of the main challenges encountered in English vocabulary online classes was technical in nature. During the online classes, teachers and students faced several technical issues, e.g., weak Internet connection, problems with audio and video presentations/plays, and problems with sound quality. Some teachers argued that secondary public schools had a limited number of computers, and also that some computer equipment was broken, e.g., the mouse and keyboard; moreover, some of the computers used old software versions and operating systems. Thus, the computers responded slowly due to the excessive load on the server. To overcome this challenge, it was proposed that the government should inspect public schools, follow up on the needs of schools on a regular basis, and provide them with the necessary tools to carry out the online learning process in the correct manner.
- 11 In addition, to the poor Internet connection, some students complained about the difficulty of having more than one computer at home due to financial limitations. Students also mentioned that some of their computers \ laptops at home are too old and require maintenance on a regular basis.
- 12 A prerequisite for the success of English vocabulary classes is students' ability to interact constructively with each other and the teacher. To ensure that students understand the meaning of a certain English word, they need to work in groups or pairs and cooperate in employing this vocabulary in sentences and practicing its correct pronunciation. According to twenty-two teachers, it was difficult to organize online pair/group work, monitor students' work in rooms, and move between them. One teacher said that "Some students turn off the cameras and when they are called to make sure that they understand and interact, they do not answer." Thus, the lack of face-to-face interaction between the students and teachers seems to be a great challenge in teaching English vocabulary online.

### 3. The researchers divided the challenges into 10 categories:

*time and class management, students' weakness (low English proficiency level), misbehavior issues, quality of feedback, technical problems, an absence of real objects, a lack of visual interaction, difficulty with assessment, exhaustion, an inability to translate each word using only the mother tongue.*

**Find these challenges in the text and supply the text parts with the corresponding heading. If you have other categories in mind, name them and place in the text appropriately. How is the style of the text different from the previous one?**



**4. Have a group discussion. Do you experience the same challenges in your online teaching? How do you cope with them? Elaborate useful recommendations for novice teachers.**

Several factors make it difficult to assess all students' understanding of the English words mentioned in the class and their correct pronunciation. First, twenty-two of the interviewed teachers indicated that the number of students in each class was very high, so the teacher needs a great deal of time to evaluate the students and their pronunciation of words. On the other hand, due to the large number of students, it was challenging to evaluate them individually, and this may have led to increased pressure on teachers and negatively affected their performance. In addition, if the student was asked to use several words in different sentences to ensure that he/she understood them, it was difficult to determine who had done the assignment, whether it was the students or a member of their family. It is exhausting and discouraging for teachers and students to spend their day taking or delivering online classes continuously without a break, sitting at desks, or lying in beds in front of their laptops/computers for long hours.

In face-to-face classes, teachers rely heavily on body movements, gestures, mimes, and pointing to explain English words, and sometimes use Arabic. These techniques capture young learners' attention and make the lesson more dynamic. According to eighteen of the interviewed teachers, in online classes, following such strategies seems to be impossible due to the absence of physical and sensory interaction. Teachers argued that not all English words can be interpreted in Arabic. Some words may be used differently in the two languages or need more elaboration for them to be used appropriately. In this regard, nine students argued that they could not understand the meaning of the vocabulary from the context, and they were waiting for the teacher's translation of words into their mother tongue.

# How to Structure Online ESL Lesson Plans

<https://bridge.edu/tefl/blog/online-esl-lesson-plans/>

From using apps to **engaging students sans physical interaction**, [teaching English online](#) calls for a slightly different game plan than teaching in a traditional classroom. Nevertheless, you don't have to **jump through hoops** to ensure that things run smoothly – all you need is a well-structured lesson plan! If you're a freelance English teacher or **a newbie to a virtual setup**, here's how to create effective online ESL lesson plans, as well as a sample lesson plan to inspire you!

## How do I create an online ESL lesson?

Planning a virtual English lesson may require you to take other factors into account besides your learners' age group and the topic you want to teach. For one, you have to consider that the class will be delivered in an online setting, so making your lessons interactive is key!

[Learn more about online teaching best practices.](#)

Here are some tips to keep in mind as you go about planning your online ESL class structure:

- Set aside plenty of time for making your online lesson plans.
- Focus on students' needs and goals for studying English.
- Make sure that the activities you incorporate into your lessons promote more [student talking time \(STT\)](#).
- Take advantage of the [digital tools and online resources](#) you can use for games, worksheets, and other activities. You can also use [realia](#), visual aids, or your [teaching background](#) to engage learners.
- **Map out your lesson's timing**, and check that your lesson plan can be accomplished within the time you've set for the class.

## How should I structure my online ESL class?

Be it for youngsters or adult learners, a well-designed online English class structure should be coherent, consistent, and organized. And, don't be afraid to vary your activities or try out new teaching methods to help your students learn better! The following are the most important elements and sections that an online English lesson plan should contain.

### Objectives

Every ESL online class lesson plan should have well-defined objectives, which are the measurable goals of your lesson and what your students need to achieve. Based on the target language you aim to teach, clearly identify what your learners will be able to do by the end of the class. These objectives will be your guide as you choose the content and activities for each lesson. At the end of the class, you can look back at your objectives to see if they've been met.

[Learn more about using objectives in ESL lesson planning.](#)

### Timing

Make sure that you include an estimated time for each online activity. However, it's not uncommon **to run into tech glitches** during an online class – you or your student may have connection issues, an app may stop loading, or someone's computer may suddenly shut down!

[Get ideas for filler activities to use for your online classes.](#)

In case this happens, consider adding a few extra minutes for troubleshooting or helping your students with tech-related problems. In addition, always **keep filler activities in your back pocket** in case a virtual activity doesn't go as planned or you suddenly find yourself with some minutes to

spare.

### Materials and Props

An online English class may require more materials and tools than you think, although most of them are digital. Still, it's important to include them in your lesson plan so you can prepare, download, or install them beforehand. [Props](#) are useful not just for explaining concepts through visuals but also for keeping learners interested in class. Are you planning to use flashcards, finger puppets, [a rewards board](#), and other objects for your online class? Make sure that they're all listed on your lesson plan.

### Digital tools

Teaching English Online could have you using more than one computer app, so it's helpful to organize these in your lesson plan. You will most likely need the following types of digital tools for teaching English virtually:

- Programs for presenting (PowerPoint, Google Slides, etc.)
- Apps for playing games ([Kahoot!](#) or [Quizlet](#))
- Software for adding special effects to videos ([ManyCam](#))
- Websites for online worksheets ([Liveworksheets](#) or [ISLCollective](#))

[Learn more about the digital tools that you can use in your online ESL classroom.](#)

### Teaching method

[Here are 5 popular ESL teaching methods you should know.](#)

Considering that most of your class interaction will **happen onscreen**, you may have to adapt your teaching techniques to a virtual environment or try new practices that could work with online learners. For instance, a popular approach for teaching young learners virtually is [total physical response \(TPR\)](#), where the teacher makes use of body language and movements, such as [gesturing](#) and [acting](#), in order to generate reactions or responses from the students. If you intend to use this

teaching method or other techniques, specify how you plan to use them in your online class lesson plan.

## Introduction

Here are [10 great ESL warm-up activities to try with your students.](#)

Especially when teaching new students, it's crucial to make them feel comfortable at the beginning of the class. Aside from welcoming or greeting them, the first few minutes of the lesson should be dedicated to letting them settle in and adjust to an English-speaking environment. For this reason, you can include the following in your lessons:

- Small talk
- Warm-up activities

- [Icebreakers](#)

Once your students are all warmed up, you can introduce the topic or, if necessary, review what they learned in the previous class.

### Topic presentation

Presenting different topics in an online English class may vary:

- If you're teaching vocabulary words, you may **opt to put up** flashcards or show images onscreen.
- On the other hand, explaining grammar concepts may require you to use the virtual whiteboard or pre-made PowerPoint slides.
- If you're teaching pronunciation, you can play audio tracks or videos in class.

On your lesson plan, arrange the topics you want to teach in order. Note how you will present each one and the materials you'll use.

### Practice

There are also various ways to make your students practice what they've learned. For instance, you can share online worksheets, set up role-plays, play games, or have students interview each other. Choosing the practice activities for your classes depends on the topic you're teaching and which activities you think can help students reach the lesson objectives. As you outline the games or exercises that you want to weave into your lessons, don't forget **to state the mechanics** of each one. Do you need to split the class into teams? How will you assign roles to students performing a dialogue?

Have students without prior English experience? [Get tips for teaching English online to beginners.](#)

### Evaluation/review

Finally, it's essential to include a tool to assess your students' learning. Measuring your students' achievements can be done in several ways, whether it's through quizzes, short presentations, or even just by asking them questions to check their comprehension of the lesson. If you think they need more practice, you can email them extra exercises as homework or give them a topic to talk about during the next class.

5. [Download the lesson plan.](#) Analyze it, decide what you find useful and what you would like to change or improve.

<https://drive.google.com/file/d/17rWNzUqUv50MpaljsET-F5CJ0FmFIE9w/view>



## Sample lesson plan for online teaching

Student: Melissa Language Level: A1/A2 (Elementary)	Number of Students: 1 Age Range: 16 years old First Language: Spanish
Lesson Topic: Prepositions of place	
Emphasized Skill(s): Speaking	
Lesson Objectives: By the end of the lesson... Student will be able to describe the location of different objects using prepositions of place such as in, on, under, behind, next to, etc.	
Materials Props: a book, a pen, a cup PowerPoint slides: Prepositions of Place Worksheet: <a href="#">"Prepositions of Place" worksheet on Liveworksheets.com</a>	

(2)	1. c	2. i
3. e	4. b	5. j
6. a	7. h	8. l
9. n	10. k	11. f
12.	13. d	14. g

6. Write a blog post ["7 tips for teaching English online"](#)

7. Present a lesson plan for online teaching.





## Learning Management Systems

# What is an LMS?

Learning management systems explained



### For a starter:

- 1) Which learning platforms have you used as a student, or as a teacher?
- 2) Was this platform user friendly? Easy to navigate and find tasks and resources?
- 3) What functions did you find the most important? Useless?

**LMS, learning management system, learning management platform, and LMS software:** these terms all mean “a software application that helps with organizing, documenting, tracking, reporting, automating, and delivering educational courses, training programs, or learning and development programs.”

A robust teaching-learning platform helps manage academics in a systematic manner by maintaining detailed records of classroom activities & enhances teacher-student collaboration. LMS helps us create, manage, organize, and deliver online learning materials to learners – anyone interested in lifelong learning and accessing learning materials on a device, predominantly across the internet.

# Features of a Learning Management System (LMS)

Learning has shifted from *Life Long* to *Life Wide* Learning. The 'new' educational landscape demands a 'new' version of teaching-learning methodologies where teachers can perform exam analysis and goal output analysis & plan appropriate teaching syllabus and help students learn at their own pace, communicate with them at any time, and plan their studies for achieving their goals.

However, leveraging edTech to make the digital shift & attain the best student outcomes is not a hassle-free process. During the transition, most of the educators find it difficult to structure the following crucial classroom teaching-learning practices:

- Creating an effective syllabus & teaching-plan
- Systematic record maintenance of students' activities
- Grading & tracking student progress
- Creating & conducting online tests & assessments
- Providing relevant & advanced e-content
- Strong teacher-student collaboration

## 1 | Application for Mobile

The simple, intuitive, and easy-to-navigate ideal LMS platform has a mobile based application that enables teachers & students to operate it with ease on mobile devices at any time.

## 2 | Proctored Exams

The advanced proctoring technology enriched LMS enables faculty to conduct safe & secure online examinations as well as mock tests to make students ready for the final exams beforehand.

## 3 | Virtual Classrooms

The learning management software is integrated with virtual classroom along with multilingual language support to ensure the best teaching-learning practices & online collaboration.

## 4 | Monitor Daily Activities

Built-in provisions such as daily teaching-plan creation, sharing syllabus, calendar, events & BI-powered analytics tools enable teachers to manage & keep a tab on daily activities.

## 5 | Vast E-Library

Unlimited & relevant e-content such as e-books, journals, web-pages, dictionaries, wiki, questionnaires, quizzes in multiple formats, encourage students to upgrade their level of knowledge.

## 6 | Analysis & Feedback

A good LMS provides auto-calculation of grades, reports on course attendance and progress, allows to analyze learning gaps & share feedback to boost the student learning outcomes.

## 1. Answer the questions together with a partner:

- 1) What are some challenges faced by educators during the transition to digital learning?
- 2) What is the purpose of a learning management system (LMS)?
- 3) How can an LMS platform benefit teachers and students?
- 4) What provisions are built-in to assist them in managing daily activities?
- 5) What features does the advanced proctoring technology enriched LMS offer? How does the integration of a virtual classroom enhance teaching-learning practices?
- 6) How does the availability of unlimited and relevant e-content support student learning? How does a good LMS contribute to student learning outcomes?
- 7) How does an LMS help in managing academics? What benefits does a good LMS provide in terms of grading, attendance tracking, and feedback?

## 2. Explore and discuss:

- 1) Have you used any LMS? If not, go explore some! →
- 2) Which features do you find the most useful for language teaching? What other features, in your opinion, should an ideal LMS platform have?

[Hurix](#)  
[Moodle](#)  
[Edmodo](#)  
[Blackboard](#)  
[Canvas](#)  
[Schoolgy](#)  
[Brightspace](#)  
[Absorb](#)  
[Google Classroom](#)  
[Talent LMS](#)



<https://moodle.com/news/what-is-an-lms-learning-management-systems-explained>

Moodle LMS, one of the world's leading learning management systems, is used by hundreds of millions of learners worldwide. Its origins can be traced back to Moodle's Founder and CEO, Martin Dougiamas and his experience of attending school via distance education in the Western Australian desert. His positive experience with remote learning sowed the seeds of his vision in the late 1990s to use the characteristics of the Internet to take education beyond physical classrooms that had barely changed in hundreds of years. The first official Moodle 1.0 release occurred in 2002 and over the last 20 years, Moodle has evolved through a commitment to pedagogy, open source philosophy and a collaborative global community of like-minded educators and technologists.

### About Moodle

Moodle is the world's most customisable and trusted online learning solution. The heart of our ecosystem is Moodle LMS, the open source learning management system used by hundreds of millions of learners worldwide. Developed in conjunction with our community, Moodle LMS is complemented by Moodle Workplace, Moodle Apps, MoodleCloud and a network of Certified Service Providers delivering expertise in hosting, customisations, support and training. We educate our community to create effective online learning experiences through Moodle Academy, the learning hub for the global Moodle community, and MoodleNet, our network to share and curate open educational resources. Collectively, we empower educators to improve our world.



By 2026, the global online learning market is forecasted to reach over \$370 billion dollars. This is not surprising as according to a June 2021 report by TrustRadius, 99% of educational institutions provide LMS and educational technology support for their students. Also, LinkedIn Learning's 2021 Workplace Learning Report indicates that 73% of L&D pros expect to spend less on ILT (instructor-led training) and 79% expect to spend more on online learning.

## How is MOODLE the best LMS?

Moodle LMS is one of the top learning management systems. It provides teachers and trainers with a toolbox to build customised learning platforms. It is an open source, secure, feature-rich software platform that runs on any computer server and all common devices to create a web-based virtual learning space containing "courses". These course spaces are where teachers, educators or trainers create and arrange a wide array of resources and activities into a rich learning experience; where enrolled students and learners interact and work with each other to achieve the learning goals of the course.

At Moodle, we believe that the best learning management systems must support good pedagogical practices, be feature-rich, open source, accessible for all, secure and integrate seamlessly with other platforms.

- **Open source** – Moodle LMS is, and will always remain, open source which means that its source code is licensed in a way that allows anyone to download the entire software for free and to change how it works by writing new code to add features to it.
- **Accessible** – Moodle LMS is WCAG 2.1 AA compliant. Our integrated content accessibility checkers also help you build courses that accommodate all learners.
- **Secure** – Moodle's development practices include security by design, and as an open source LMS, Moodle LMS enables you to have complete control over your data to meet your local legislation requirements, including GDPR compliance. It also allows organisations or institutions to own their infrastructure.
- **Flexible and feature-rich** – Moodle goes beyond the basic content features of most learning platforms and is rich with activities that support good pedagogical practice and require students to actively engage with the learning content and each other in a range of modalities. Plus, Moodle has over 300 plugins (software add ons) in the base distribution and nearly 2000 more plugins created by the Moodle community.
- **Integrations** – Moodle LMS connects seamlessly with third-party platforms and services; from plagiarism detection to content repositories. Hundreds of thousands of organisations, in every education sector, in every country on the globe, in nearly every language use Moodle to manage their online learning.

### 3. Which of the titles fits this text the best?

- A. Is Moodle the Leading Social Media Platform for Educators?
- B. Moodle: Empowering Educators and Improving Online Learning
- C. The Origins of Moodle: How a Desert School Inspired the LMS

### 4. Fill in the blanks

- A. connects seamlessly,
- B. integrated
- C. content accessibility checkers,
- D. toolbox,
- E. customised learning platforms,
- F. open source,
- G. compliant,
- H. web-based virtual learning space,
- I. good pedagogical practice,
- J. feature-rich,
- K. the base distribution
- L. secure,
- M. wide array of resources and activities,
- N. development practices

- 1) The online university provides students with a \_\_\_\_ (1) to build their own \_\_\_\_ (2).
- 2) Learning management systems should be based on \_\_\_\_ (3) software for greater flexibility and customization.
- 3) In today's digital world, it is crucial to have a \_\_\_\_ (4) virtual learning space for students to access course materials.
- 4) This \_\_\_\_ (5) platform offers a variety of tools and functionalities to enhance the learning experience.
- 5) The school has invested in a \_\_\_\_ (6) which allows for remote learning opportunities.
- 6) Students have access to a \_\_\_\_ (7) to support their studies.
- 7) Our learning management system seamlessly integrates with other platforms and tools used by the university.
- 8) It is important for educational technology to be \_\_\_\_ (8) with accessibility standards for all learners.
- 9) The \_\_\_\_ (9) ensure that all materials are accessible to students with disabilities.
- 10) Our \_\_\_\_ (10) focus on creating user-friendly and

innovative educational tools.

- 11) It is essential for educators to incorporate \_\_\_\_ (11) into their teaching methods.
- 12) \_\_\_\_ (12) of our learning platform includes all necessary tools and features for effective online courses.
- 13) Our platform \_\_\_\_ (13) to various content repositories, making it easy to share and access educational materials.
- 14) The university's online library has a vast collection of digital resources that can be easily \_\_\_\_ (14) into the learning management system.

### 5. Answer the questions:

- 1) What is the main purpose of Moodle LMS?
- 2) How did Martin Dougiamas's personal experience influence the development of Moodle LMS?
- 3) According to *TrustRadius*, what percentage of educational institutions provide LMS and educational technology support for their students?
- 4) Why is Moodle considered one of the top learning management systems?
- 5) What are some key features of Moodle LMS that make it stand out from other platforms?
- 6) Why is the open-source nature of Moodle LMS significant?
- 7) How does Moodle ensure accessibility for all learners?

### 6. Writing tasks:

1. Create a blog post discussing the benefits of using open source software for developing education platforms. Mention the use of 'a toolbox to build customised learning platforms' and how it offers a 'wide array of resources and activities' for educators and students alike.
2. Write a job advertisement for a position as a software developer for a company that specializes in creating secure online learning spaces. Be sure to mention the need for someone who has experience with 'integrated content accessibility checkers' and follows 'good pedagogical practice' in their development practices.
3. Compose an email to a client explaining the features of your web-based virtual learning space. Use target vocabulary to describe its 'feature-rich' capabilities and how it can 'integrate seamlessly' with any existing content repositories. Emphasize its compliance with accessibility standards and how it can connect 'seamlessly' with other tools and resources





NOVEMBER 23, 2023 BY LUCY SHERWOOD

**Meet Nicolas Martignoni**, the Swiss educator who has contributed significantly to Moodle's success. In this interview, he'll dive into his background and his contributions to the Moodle community, including the creation of MoodleBox, which aims to bring eLearning to those with limited access to infrastructure and resources.

<https://moodle.com/news/moodle-community-stories-nicolas-martignoni-and-moodlebox-enabling-moodle-for-offline-learning/>

## Moodle Community Stories: Nicolas Martignoni and MoodleBox, enabling Moodle for offline learning

*Nicolas Martignoni's story showcases the impact of community involvement in shaping the future of education. His contribution to Moodle's French-speaking community and the development of MoodleBox have made a difference in providing access to education. Nicolas' journey with Moodle is a testament to the importance of collaboration. We thank Nicolas for his contributions.*

→ **Could you tell us a bit about yourself, including your background, interests, and what you're currently passionate about?**

- My name is *Nicolas Martignoni*. I'm married to Caroline and father of two. I'm a 59-year-old living in Fribourg, Switzerland. My first language is French. I have a master's degree in Mathematics and Computer Science, with a background in Classics. My day job is as a math and computer science teacher in a local secondary school.

I also work part-time as a teacher trainer. I teach educators how to instruct with Moodle, online privacy, security and data protection and more. I'm very passionate about the topic of equality and freedom in the digital world, particularly digital sovereignty in a world dominated by big technology companies and governed by surveillance capitalism.

→ **You have a fascinating background! How did you first become involved with Moodle?**

In 2002, along with teaching, I was employed by a government agency called a *competence centre* and was in charge of all aspects of digital technology in schools. This role essentially consisted of providing advice on digital technology in several schools (K-12 -> College) for about 50,000 students. At the time, we were looking for a learning management system (LMS) to help us deliver online courses more effectively. When I was asked to evaluate several platforms, I looked around for FOSS (Free and Open Source Software) options, and that's how I first came across Moodle. At that time, the platform was still in development and the release of its beta version. I really liked the fact that it was well-programmed and led with a very good vision. Furthermore, the user community was already pretty active. Moodle suited my teaching straight away, and it was easy and intuitive for the students to use. I adopted it immediately and recommended it to my faculty.

→ **From there, what inspired you to become an active contributor to the Moodle community?**

As I used Moodle in my teaching, I realised that, at that time, the French translation was rather incomplete, and this was a challenge for my students. As Moodle is an open-source software, I was able to translate the missing strings myself, and in 2003, I took the opportunity to contribute my translations to the Moodle community. This was the beginning of my journey with the platform. I got hooked and finished translating Moodle into French. At the same time, I got involved in the French-speaking Moodle user community (at this point, very small), and Moodle CEO *Martin Dougiamas* gave me moderation rights in the French discussion forums.

Since 2003, I've been the main facilitator of the Moodle French-speaking community and the French language pack maintainer of Moodle. I've also been awarded as a '*Particularly Helpful Moodler*' (a recognition from Moodle HQ that acknowledges the commitment from the most helpful and active members of the Moodle community) consecutively each year since 2013. I'm involved in testing future releases of Moodle, and I occasionally develop plugins or fix bugs in the platform. The friendliness and efficiency of the community and Martin's trust were major sources of inspiration for me to keep contributing to the development of the LMS. Last but not least, I created MoodleBox in 2016.

→ **Tell us about the MoodleBox project! What inspired you to create it?**

MoodleBox is a project making it possible to use an LMS in places where the infrastructure does not allow a server, or there is no sufficient Internet connection. The idea is to provide e-learning where the conditions don't allow for it, such as in developing countries or locations affected by disasters. I released MoodleBox in 2016 under a General Public License, enabling it to be extended and improved by anybody, just like Moodle. It was and still is important for me that no one (including me) should be able to appropriate this tool, as it is intended for the most disadvantaged. MoodleBox is now used all over the world, and I'm very proud of this achievement: having helped

disadvantaged people gain access to learning is a great feeling for me. And it's very rewarding to see it adopted in totally unexpected ways: for instance, it is used to give inmates in detention centres in France access to the same course content as at the university. MoodleBox is essentially a one-man project, although I can count on some enthusiastic supporters in the Moodle community.

→ **Thank you for sharing and for your incredible vision and dedication to improving educational outcomes. Because you use Moodle in many different ways, could you share some of your favourite Moodle features or plugins?**

I try to use mainly the built-in features: my school is quite conservative in terms of plugin installation, and due to this, the best option for us is to use the core platform features. The most important for me is that it does not impose any particular teaching style: this allows me to use it in entirely different situations, such as project supervision, formative assessment, group discussions, teacher training, and so on. All the modules and plugins are so numerous I don't even keep up with all the popping-up news. But the fact that Moodle is open-source is my favourite thing by far.

→ **Absolutely. We're committed to Moodle LMS remaining open-source. What sets Moodle apart for you compared to similar LMSs or open-source projects?**

First of all, and without hesitation, its users and developers' community. Sure, Moodle is an amazing tool, but the big difference with other software or projects is the friendly and supportive nature of its user community and the involvement of its developers' community. The high quality of the discussions on the Moodle.org forums, their conviviality and constructive spirit, and the motivation and competence of Moodle community developers. All of this makes Moodle even better. Second, Martin Dougiamas' leadership. Martin's approach to development decisions for Moodle, always prioritising student learning, has empowered both Moodle and its community of users and developers to flourish.

→ **As a passionate advocate for Moodle, what challenges or obstacles do you think the platform may face in the future, and how can they be addressed?**

I think the biggest challenge for the future of Moodle is not on the outside but on the inside. As the most widely used LMS in the world, Moodle faces the need to continue to grow while never forgetting that its strength lies in its users, translators, and developer community. MoodleHQ needs to take care of all the people who give up their time for their favourite LMS. It must value the contributions of these invaluable people and not forget that it lives and breathes in large part thanks to them. Of course, keeping up with the competition is important, but without losing your soul.

## 7. True or false?

- 1) Nicolas Martignoni is a 59-year-old living in Zurich, Switzerland.
- 2) Nicolas Martignoni has a master's degree in Mathematics and Computer Science.
- 3) Nicolas Martignoni works as a math and computer science teacher in a local primary school.
- 4) Nicolas Martignoni is passionate about equality and freedom in the digital world.
- 5) Moodle is a closed-source software.
- 6) Nicolas Martignoni first became involved with Moodle in 2002 when he was evaluating different platforms.
- 7) Nicolas Martignoni contributed to the French translation of Moodle.
- 8) Nicolas Martignoni has been the main facilitator of the Moodle French-speaking community since 2003.
- 9) MoodleBox is a project that allows the use of an LMS in places with no internet connection.
- 10) MoodleBox is a proprietary tool that cannot be extended or improved by others.

## 8. Match the phrases and their definitions:

a. dedicated and determined to a particular cause or course of action.	1. built-in features
b. someone who strongly supports and promotes a particular idea, cause, or belief.	2. moderation rights
c. a group of people who share a common interest or use a particular product or service.	3. competence centre
d. the participation of a group of software developers in a project or platform.	4. project supervision
e. to become addicted or obsessed with something, often to the point of it being harmful.	5. to get hooked
f. a person responsible for the translations of a software program into different languages.	6. user community
g. an economic system in which companies profit by collecting / analyzing personal data	7. a passionate advocate
h. computer app with source code freely available to the public for use and modification	8. formative assessment
i. functions already included in a product or system, rather than added on later.	9. to appropriate a tool
j. to take possession of and make use of a tool for a specific purpose.	10. language pack maintainer
k. remarkable foresight and commitment towards achieving a goal or idea.	11. plugin installation

l. the authority given to someone to monitor and regulate online content or behavior within a community or platform.	12. committed to
m. a specialized organization or department that provides expertise and resources for a specific field or industry.	13. digital sovereignty
n. the concept of a country having control over its own digital infrastructure and data, without interference from other nations or corporations.	14. sufficient internet connection
o. a network connection that is fast and reliable enough to support various online activities without interruption.	15. the involvement of developers' community
p. overseeing and managing the progress and execution of a specific task or undertaking.	16. open-source software
q. the process of adding new software components to enhance the functionality of a larger program or system.	17. incredible vision and dedication
r. ongoing evaluation and feedback used to improve learning and development, rather than just measuring final outcomes.	18. surveillance capitalism

**9. Go Google for more information on LMS in language teaching and prepare to discuss:**

- 1) How can a language teacher ensure digital sovereignty when using an LMS?
- 2) In what ways can open source platforms benefit the development practices of a language teacher?
- 3) What are some challenges that may arise when administering and maintaining a web-based virtual learning space for language teaching?
- 4) Can you give an example of how a feature-rich LMS can enhance good pedagogical practice in language teaching?
- 5) Why is it necessary for a language teacher to have a sufficient Internet connection when using a customized learning platform?
- 6) As a passionate advocate for technology in education, how would you convince a skeptical colleague to get hooked on using an LMS for language teaching?
- 7) Can you explain the benefits of formative assessment through an LMS and how it supports good pedagogical practice?

**10. Have a group discussion: you are a board of directors and language teachers, discussing possible solutions for organising online or blended learning for your students.**



- A. Discuss the benefits and drawbacks of using LMS in language education at a university, public or private school. Use your experience as teacher/ student of applying LMS.
- B. Decide which LMS you will be using for your purposes, opensource or paid apps? Why. Provide arguments and facts to persuade your colleagues.
- C. Which features should your LMS have, who will be maintaining it and how will it be operated throughout your organisation?

- (3)
1. toolbox
  2. customised learning platforms
  3. open source
  4. secure
  5. feature-rich
  6. web-based virtual learning space
  7. wide array of resources and activities
  8. compliant
  9. integrated content accessibility checkers
  10. development practices
  11. good pedagogical practice
  12. the base distribution
  13. connects seamlessly

1. toolbox
2. customised learning platforms
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7. wide array of resources and activities
8. compliant
9. integrated content accessibility checkers
10. development practices
11. good pedagogical practice
12. the base distribution
13. connects seamlessly

- (8)
- |       |       |       |
|-------|-------|-------|
| 1. i  | 2. l  | 3. m  |
| 4. p  | 5. e  | 6. c  |
| 7. b  | 8. r  | 9. j  |
| 10. f | 11. q | 12. a |
| 13. n | 14. o | 15. d |
| 16. h | 17. k | 18. g |

- (7)
- |          |           |
|----------|-----------|
| 1. False | 2. True   |
| 3. False | 4. True   |
| 5. False | 6. True   |
| 7. True  | 8. True   |
| 9. True  | 10. False |

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