O'zDJTU huzuridagi RIAIM

Filologiya va tillarni o'qitish:
Ingliz tili yo'nalishi
tinglovchilari uchun

O'quv-uslubiy majmua

2019

Filologiya va tillarni o'qitish:
Ingliz tili

3.2. Xorijiy tillarni o'qitishda axborot-kommunikatsiya texnologiyalari

Modulning o'quv-uslubiy majmuasi Oliy va o'rta maxsus, kasb-hunar ta'limi o'quv-metodik birlashmalari faoliyatini Muvofiqlashtiruvchi kengashining 2019 yil 18 oktyabrdagi 5 – sonli bayonnomasi bilan ma'qullangan o'quv dasturi va o'quv rejasiga muvofiq ishlab chiqilgan.

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O'quv -uslubiy majmua O'zRIAIM Kengashining 2019 yil 27 sentyabrdagi 9 - sonli qarori bilan nashrga tavsiya qilingan

MUNDARIJA

I. ISHCHI DASTUR

Kirish

Dastur O'zbekiston Respublikasi Prezidentining 2015 yil 12 iyundagi "Oliy ta'lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PF-4732-sonli, 2017 yil 7 fevraldagi "Ozbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-sonli, 2019 yil 27 avgustdagi "Oliy ta'lim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to'g'risida"gi PF-5789-sonli Farmonlari, shuningdek 2017 yil 20 apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ–2909-sonli qarorida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u oliy ta'lim muassasalari pedagog kadrlarining kasb mahorati hamda innovatsion kompetentligini rivojlantirish, sohaga oid ilg'or xorijiy tajribalar, yangi bilim va malakalarni o'zlashtirish, shuningdek amaliyotga joriy etish ko'nikmalarini takomillashtirishni maqsad qiladi.

Oliy ta'limning Davlat ta'lim standartiga ko'ra "Filologiya va tillarni o'qitish: Ingliz tili" ta'lim sohasida o'qitiladigan "Xorijiy tillarni o'qitishda axborot-kommunikatsiya texnologiyalari" fani dasturi informasion-komp'yuter texnologiyalarini xorijiy tilni o'rganishda qo'llash hamda shu orqali talabalarning til kompitetsiyasini oshirish va til o'rganishga bo'lgan layoqatini yaxshilashni o'z ichiga oladi.

Hozirgi davrda "Xorijiy tillarni o'qitishda axborot-kommunikatsiya texnologiyalari" fani dunyoning barcha rivojlangan mamlakatlarida barcha ta'lim yo'nalishlarining asosiy fundamental fanidan biriga aylanib ulgurgan. Shu sababli, bu fan bizning mamlakatimiz ta'lim sohasiga kiritilishiga katta e'tibor qaratilmoqda.

Ushbu o'quv dastur "Xorijiy tillarni o'qitishda axborot-kommunikatsiya texnologiyalari" fanini zamonaviy pedagogik texnologiyalar asosida o'qitish uchun mo'ljallangan bo'lib mazkur majmua kirish, o'quv fanining asosiy tushunchalari, fanning ishchi dasturi, har bir dars uchun ma'ruza prezentasiyasi, amaliy dars uchun materiallar,

keyslar, mustaqil ta'lim mavzulari, glossariy, internet resurslar va adabiyotlar roʻyhatidan tashkil topgan.

Fanning oʻquv dasturini tuzishda dunyoning rivojlangan mamlakatlari universitetlari tajribasi asosida tuzildi. Unda fanni oʻzlashtirishni nazorat qilish hamda baholashning koʻrsatkich va mezonlarini belgilashda ham rivojlangan mamlakatlar metodikasi jumladan, Buyuk Britaniyaning NILE univetsiteti metodikasidan foydalanildi.

Dasturda koʻzda tutilgan barcha darslar talabalarni oliy ta'lim tizimida til aspektlari va koʻnikmalarini informasion-komp'yuter texnologiyalari yordamida rivojlantirishni, turli onlayn va offlayn lugʻatlar, ye-portfolio, blog va Wikilardan foydalanishni, onlayn va masofaviy oʻqishni va ijtimoiy tarmoqlar orqali til kompitesiyasini oshirishni oʻz ichiga oladi.

Bundan tashqari mashgʻulotlarni olib borishda hozirgi paytda katta ahamiyat kasb etib borayotgan ilgʻor pedagogik texnologiyalardan foydalanish, jumladan kichik guruhlarda ishlash, keys stadi, aqliy hujum kabi usullarni keng joriy etishga ahamiyat qaratilgan.

Modulning maqsadi va vazifalari

Axborot va kommunikasiya texnologiyalari (AKT) zamonga hamnafas tarzda rivojlanib bormoqda. Bugungi kunda AKT kundalik turmush tarzining har bir jabhasida boʻlganidek, ta'lim tizimida ham namoyon. AKTning til oʻrganishga tadbiq etilgan uning ta'lim tizimida namoyon boʻlishining yaqqol misollaridan biridir. AKT va til oʻrganish soxalari oʻzaro bir-birlarining rivojiga zamin yaratishini nazarda tutadigan boʻlsak,AKTning til oʻrganish tizimidagi integratsiyasi tabiiy hol hisoblanadi.

Fanning maqsadi -AKTning til oʻrganishda "web-based learning", "e-learning", "blended learning" kabi asosiy tushunchalarni talabalarga oʻrgatishdir. Mazkur fan keng qamrovdagi mavzulardan iborat boʻlib, u onlayn oʻrganish jamoasidan to podkastlar,bloglar, vikilar va ijtimoiy media kabi mavzularni oʻz ichiga oladi. U shuningdek,elektron manbalarni va AKT ilovalarini toʻgʻri tanlashning amaliy misollarini taqdim etib, talabalarga til oʻrganishda bosma kitoblar va internet materiallaridan tashqari boshqa imkoniyatlar borligini koʻrsatib beradi.

Fanning vazifasi - talabalarni nazariy bilimlar, til o'rganish samaradorligini oshirishda zamonaviy axborot texnologiyalaridan foydalanish asoslari, til o'rganish uchun Smart-o'qitish muhiti, elektron hujjatlar yaratish va ishlov berish vositalari, faoliyat doirasida taqdimot yaratish vositalari bilan ishlash, grafik axborotlarga ishlov berishning zamonaviy vositalaridan foydalanish, o'quv animatsion lavhalarni tayyorlashning zamonaviy vositalari, o'quv audio va video materiallarini yaratish va ishlov berish vositalari, tahlimda WEB-texnologiyalar usul va vositalaridan foydalanish, On-Line o'quv kurslarni ishlab chiqishning zamonaviy vositalaridan foydalanish, o'qitishni boshqarish tizimlari bilan ishlash, til kompetentsiyasini rivojlantirishda AKTni o'rni va moxiyati, o'zlashtirishni nazorat qilishda AKTni qo'llash usul va vositalari, CEFR talablari bo'yicha matn qiyinlik darajasini aniqlash, ye-portfolio yaratish, Tinglab tushinishga qaratilgan resurslar (audio va video materriallar) bilan ishlash, turli dasturlar asosida talaffuz ustida ishlash, Ochiq tahlim manbalari, masofaviy, virtual, yuzma-yuz va masofaviy tahlim integratsiyasi, tilga oid mahlumotlarin Internet tarmoғidan izlash texnikalari, Onlayn va oflayn til o'rganish manbalari, Onlayn chet tilidagi muҳokamalarni tashkil etish, mobil va planshet dasturlar orqali til o'rganish bo'yicha nazariy-amaliy bilimlarni uzviylik va uzluksizlikda o'rgatishdan iborat.

"Chet tilini o'rganishda AKT" o'quv fanini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida **tinglovchi:**

- ✓ Til o'rganish samaradorligini oshirishda zamonaviy axborot texnologiyalaridan foydalanish usul va vositalarini bilish;
- ✓ Til o'rganish uchun Smart-o'qitish turlari va vositalari;
- ✓ Elektron hujjatlar yaratish va ishlov berish vositalari tasnifi;
- ✓ Faoliyat doirasida taqdimot yaratish vositalari bilan ishlash;
- ✓ Grafik axborotlarga ishlov berishning zamonaviy vositalari haqida **bilimlarga** ega bo'lishi;

  Tinglovchi:
- ✓ O'quv animatsion lavҳalarni tayyorlashning zamonaviy vositalaridan foydalanish;

- ✓ O'quv audio va video materiallarini yaratish va ishlov berish vositalari bilan ishlashni bilishi va ulardan foydalana olishi;
- ✓ Ta'limda WEB-texnologiyalar usul va vositalaridan foydalanishni bilish;
- ✓ On-Line o'quv kurslarni ishlab chiqishning zamonaviy vositalaridan foydalanish;
- ✓ O'qitishni boshqarish tizimlari bilan ishlash ko'nikmasiga ega bo'lish;
- ✓ Til kompetentsiyasini rivojlantirishda AKTni qo'llash;
- ✓ O'zlashtirishni nazorat qilishda AKTni qo'llashni bilishi va ulardan foydalana olishi;
- ✓ CEFR talablari bo'yicha matn qiyinlik darajasini aniqlash;
- ✓ e-portfolio yaratish;
- ✓ Tinglab tushinishga qaratilgan resurslar (audio va video materriallar) bilan ishlash ko'nikmalariga ega bo'lish;
- ✓ Turli dasturlar asosida talaffuz ustida ishlash;
- ✓ Ochiq ta'lim manbalari, masofaviy, virtual, yuzma-yuz va masofaviy tahlim

integratsiyasini tahminlash **ko'nikmasiga** ega bo'lish;

Modulni tashkil etish va o'tkazish bo'yicha tavsiyalar

"Xorijiy tillarni o'qitishda axborot-kommunikatsiya texnologiyalari" kursi amaliy mashg'ulotlar shaklida olib boriladi.

Kursni o'qitish jarayonida ta'limning zamonaviy metodlari, axborot-kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan:

- darslarda zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron-didaktik texnologiyalardan;

- o'tkaziladigan amaliy mashg'ulotlarda texnik vositalardan, ekspress-so'rovlar, test so'rovlari, aqliy hujum, guruhli fikrlash, kichik guruhlar bilan ishlash, kollokvium o'tkazish, va boshqa interaktiv ta'lim usullarini qo'llash nazarda tutiladi.

Modulning o'quv rejadagi boshqa modullar bilan bog'liqligi va uzviyligi

"Xorijiy tillarni o'qitishda axborot-kommunikatsiya texnologiyalari" moduli mazmuni o'quv rejadagi diskurs tahlili o'quv moduli bilan uzviy bog'langan holda

pedagoglarning til ko‘nikmalarini talab darajasida qo‘llay olish malakasini orttirishga xizmat qiladi.

Modulning oliy ta'limdagi o‘rni

Modulni o‘zlashtirish orqali tinglovchilar til ko‘nikmalarini mos ravishda amalda qo‘llash malakasi va kasbiy salohiyatlarini rivojlantiradilar.

Modul bo‘yicha soatlar taqsimoti

№	Modul mavzulari	Tinglovchining o‘quv yuklamasi, soat			
		Auditoriya o‘quv yuklamasi			Mustaqil ta'lim
		Jami	jumladan		
			Nazariy	Amaliy mashg‘ulot	
1.	Introduction to ICT	2	2		
2.	Google products for collaborative learning online with Google	2		2	
3.	Evaluating Language Learning and Teaching Websites and Apps	2		2	
	Жами	**6**	**2**	**4**	

O'QUV MATERIALLAR MAZMUNI

1. *Mavzu:* AKT ning bugungi kundagi o'rni va ahamiyati. Tillarni o'qitishda foydali bo'lgan AKT vositalari tasnifi.

2. *Mavzu:* Google mahsulotlari (doc, web sahifa) dan kolloborativ ta'lim maqsadida foydalanish.

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3. **Mavzu:** Til 'rgatish va o'qitishda foydali bo'lgan dasturlar, web sahifalar va bloglar. Ularning farqlari va ahamiyati. Ulardan foydalanish tartibi.

O'qitish shakllari

Mazkur modul bo'yicha quyidagi o'qitish shakllaridan foydalaniladi:

- noan'anaviy o'qitish (interaktiv, konferensiya, debat);

- davra suhbatlari (muhokama etilayotgan muammo va uning yechimi bo'yicha mantiqiy xulosalar chiqarish);

- bahs va munozaralar (loyihalar yechimi bo'yicha dalillar va asosli raqamlar taqdim qilish, eshitish va muammolar yechimini topish qobiliyatini rivojlantirish).

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTREFAOL TA'LIM METODLARI

CALL:

- Computer-assisted language learning (CALL) was the expression agreed upon at the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to **the area of technology and second language teaching and learning** despite the fact that revisions for the term are suggested regularly (Chapelle, 2001, p. 3).

- Computer Assisted Language Learning (CALL) may be defined as **the search for and study of applications of the computer in language teaching and learning** (Levy, 1997, p.1).

- Given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is **any process in which a learner uses a computer and, as a result, improves his or her language** (Beatty, 2003, p. 7).

- CALL has come to encompass issues of **materials design**, **technologies**, **pedagogical theories** and **modes of instruction**. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials (Beatty, 2003, pp. 7-8).

Discussion

Discussion as a Teaching Technique Adapted with permission by Helen Davies from (1) Cashin, William E. and McKnight, Philip C. (January, 1986). "Improving Discussions." IDEA #15, Center for Faculty Evaluation & Development, Kansas State University, and (2) Peter J. Frederick (1981). The Dreaded Discussion: Ten Ways to Start, Improving College and University Teaching, 29(3), 109-114.

Used on its own or combined with lectures, discussion is an effective way to facilitate learning. Discussion can provide the instructor with an opportunity to assess student understanding of course material. In addition, by introducing their own observations and questions, students can explore ideas thoroughly. Most importantly, discussions allow students to actively participate in the learning process. Learning is more interesting and students are often more motivated when they are actively involved in using the course material.

Instructors must remember that some students are uncomfortable with the discussion approach and, therefore, a number of different teaching strategies must be used to encourage students to trust their own opinions.

A successful discussion doesn't just happen—it demands that the instructor be well prepared. To help you prepare for a class discussion, common concerns and problems are listed below with suggestions for how to deal with each.

Planning the discussion: Define the objectives of the discussion group. You can relieve anxiety by letting students know that you do not expect everyone to speak every time. Emphasize that they are not expected to "perform," but rather, share their opinions and observations. It is important that you acknowledge student fears and nervousness. Reassure students that you will not grade everything they say, and stress that the goal of a discussion group is to enhance student understanding of a chosen topic or "text."

Explain the discussion format to the class: Let students know if you require them to bring prepared material to class or whether you will focus on a number of previously handed-out questions or a particular theme. Change discussion formats frequently to ensure that students don't lose interest.

Define terms and state assumptions: Discussion participants must agree on definitions of terms and assumptions so that everyone is starting from the same point. The instructor should watch for terms that may need definition and assumptions that may be implicit, but not stated. For example, in discussing adequate social services for individuals living in poverty, the following questions arise: How is "adequate" defined? Are students making assumptions about what social services exist or are readily available? How is "poverty" being defined?

Generating discussion:

Asking questions

• Ask students ahead of time (in a previous class) to prepare one or two questions about their reading.

• As students walk into the classroom ask them to write down discussion questions. Hand all the questions to one student (a shy one perhaps) who, at random, selects questions for class attention.

• Divide the class into pairs or small groups (the size of the class will influence the size and number of small groups) and ask each group to decide upon one salient question to put to the rest of the class.

Some reasons for asking questions:

• To diagnose student difficulties

• To introduce a topic

• To stimulate analytical thinking

• To give direction to problem solving

• To encourage imaginative thinking

• To help students discover connections between concepts and ideas (e.g., to link cause and effect)

• To promote interest and encourage the application of what has been learned by the students

Finding illustrative quotations

Ask each student, either ahead of time or at the start of class, to find one or two particularly significant quotations from the assigned readings.

Ask students to:

• Point out quotations they especially liked or disliked.

• Find a quotation from the text that best illustrates the major thesis of the piece.

• Select a quotation from the assigned reading that is difficult to understand.

With this exercise, instructors and students alike often discover new insight into a particular text.

Break the class into smaller groups

Some students find small groups less threatening and, therefore, are more likely to enter into the discussion. In order to make this method effective, however, students must be given a clear task and a definite amount of time in which to complete it. Finally, they must be asked to use their responses in a follow-up discussion with the class as a whole.

Formal debate:

While the effectiveness of this strategy depends on the dynamics of the group, it can be useful. Have students select one or the other side of two opposing opinions. They must then defend their point of view. This exercise is most successful when students are given some time to prepare before coming to class. Be sure, however, that they do not prepare a formal presentation.

Ask for responses in writing

One excellent way to get discussions going is to ask students to respond to the question in writing. Usually five minutes is enough time for students to prepare an answer. Quiet students will often speak up if they have the words before them. This strategy also demands that students think concisely.

MAINTAINING DISCUSSION:

Control excessive talkers.

Don't let one or two students monopolize the discussion.

1. Do not call on the "talkers" first. Wait to see if someone else raises a hand or volunteers a comment.

2. Solicit responses from the "nontalkers." Be alert to nonverbal cues indicating that they have something to say, and then call on them: "Did you want to say something...?" or, "Let's hear from some of you who haven't said anything yet."

3. Have the class observed by someone (e.g., a student selected from the class), then discuss who is talking, how often, to whom, etc. Often this will make both the "talkers" and the "nontalkers" modify their behaviour.

4. Talk to excessively talkative students outside of class, one-on-one if all else fails. Be careful that a bright conscientious student is not made to feel penalized. You don't want to destroy initiative, creativity, or confidence; you want to ensure that contributions come from all or most members of the class.

The discussion that goes off track.

Stopping and asking students to summarize the discussion up to that point helps to re-focus the group. However, be sensitive to the direction taken by a "tangent," since it may result in a valuable learning experience of great interest to students.

Instructor's role as group leader.

> Know your students. Start the discussion with a topic that students can relate to.
> Use a common experience or concern to initiate discussion.
> Be patient. Try not to monopolize the discussion.
> Listen. Discussions are rarely beneficial when a leader does not listen to the contributions of the participants. Hear the students out and concentrate on the points they are trying to make as much as on the points you want to make.
> Don't question a single student for too long. If a student does not respond to a question, do not embarrass him/her by continuing to question the individual. Remember, you must challenge, NOT threaten, students.
> Use personal anecdotes. Relating your own experiences can facilitate the discussion if done in moderation.
> Inquire. Ask the students to elaborate, clarify, expand, explain, explore, etc.
> Paraphrase. It is valuable - particularly for the leader - to summarize ideas, conclusions, and the general direction of the discussion several times during a class. This helps to ensure that everyone is following the development of ideas, and provides a starting point for continued discussion.
> Relate concepts and ideas. The leader can ask participants to compare ideas or concepts brought out in the discussion, or use analogies of illustrative anecdotes to relate ideas.
> Be accepting rather than judgmental or evaluative. Try to focus on the "correct" part of the student's response.

CONCLUDING THE DISCUSSION:

Good discussions end with a summary so that students know the important points that have been covered. In addition to showing students why the discussion is important to their learning, a summary provides an opportunity to fill in points not covered, and to praise the class for the quality of their responses.

Questioning as a Teaching Technique

The effective use of questions in the classroom may be a hard skill to develop. Good questions take some planning. This is particularly so if you have a direction you'd like the class to move in or if you have a line of reasoning you'd like students to use or discover. Time spent preparing potential questions and anticipating answers can make classroom question sessions an effective teaching and learning tool.

FOUR GENERAL TYPES OF QUESTIONS

1. Memory or Recall Questions. E.g., What is the population of Canada?

2. Questions that ask for analysis or "convergent questions." These questions can require analysis of data, application of selected tools, and synthesis of a broad knowledge base, e.g., How did the building of a coast to coast railroad affect the economic and political development of Canada?

3. Questions that call for creativity or "divergent questions." These questions can require lateral thinking and consideration of a variety of possibilities, e.g., How would the Canadian economy be affected by a free-trade agreement with Mexico?

4. Questions requiring evaluation. These questions require judgment or the making of choices, e.g., Is the Prime Minister doing a good job of representing Canadian interests outside of Canada?

COMMON PROBLEMS ASSOCIATED WITH THE USE OF QUESTIONING

1. Using "double barreled" questions (asking two questions at one time) so that the student doesn't know which question to answer. E.g., Are you still thinking about that problem, or do you want to move on to the next subject?

2. Not giving students enough time to think about questions. 30 seconds or a minute is not a long time for students thinking about the answer to a question.

3. Providing students with the answer to your question. When students know you don't really expect them to come up with answers to your questions, they'll stop thinking and wait for you to provide the answer. Be patient.

4. Being overly judgmental about responses provided. Even when answers are poor or not what you wanted or expected, you should be somewhat accepting of a student's response or he/she may be discouraged from responding to future questions.

5. Avoid "yes" and "no" questions. Questions with one-word answers are usually not productive because they often don't lead to discussion. Rather than asking, "Is carbon monoxide a pollutant?" ask, "Why is carbon monoxide considered a pollutant?"

6. Avoid ambiguous questions. Ambiguous questions can frequently be avoided by using a written question as a model. A written exam question is best stated as a direction: "Name...," "Balance...," "Devise a synthetic scheme...," etc. In each

case, an "action" verb is used in the question. Another way to avoid ambiguity is to remember to use words such as what, how, and why.

Debate as a teaching technique.

Debates can be an effective and engaging way for students to analyze different concepts and to develop critical thinking and public speaking skills. They are also a useful technique for achieving greater participation in class and for discussing controversial issues in a structured environment. The Kaneb Center recently hosted a workshop on using debates in the classroom; below are some of the highlights from the workshop:

Choosing a Debate Question

To have a fruitful debate, choose an open question with two (or more) sides that can be reasonably supported with academic evidence. A great place to start is with major debates and schools of thought in your discipline or a moral or ethical question involving the subject matter you are teaching. The question should be simple enough for a non-expert to debate, yet complex enough that students will be able to develop multiple arguments to support their side of the issue. Another helpful way to choose a topic is the fact-value-policy framework. Here are some examples:

- **Fact:** *"Genetically modified foods are safe to eat."* This is a disputed statement that allows students to debate the definition of "safe to eat" and the science behind whether the foods are harmful to humans or not.
- **Value:** *"Preemptive war can be morally justified."* In this statement, students could draw on different societal values and principles to discuss the morality of war.
- **Policy:** *"Public universities should allow funding for student groups that promote a specific religion."* Policy debates include questions about whether the policy in question is desirable or effective and whether the policy-enacting agency should be the one to make the policy.

Of course, these three types of debate questions often overlap. Use this flexibility to choose a question that is most relevant to your particular course and to your students.

Setting up the Debate

It is important to keep your learning goals in mind as you decide what type of debate to conduct, what question(s) you will use, what roles the students will have, how they will be assigned to teams, and how the debate will be graded. Once you have everything planned, be sure to clearly communicate the information to the students to allow them to fully prepare for the debate. You may also want to provide your students with assigned reading, directions for researching the topic on their own, and the debate rules and etiquette guidelines.

Debate Formats

Classroom debating is an extremely flexible teaching method, so there are many different formats you can follow, depending on your own learning goals and objectives for the class. We've outlined several (for individual students, small groups, the full class, or online) in our workshop handout, and many more format suggestions are available online.

Most debates begin with a short period of individual or group preparation, which is a great time for the teacher to listen in on the preparations the group is making and offer suggestions or answer questions before the debate starts. It is also helpful to end the debate with a debriefing stage when the arguments made by both teams can be assessed and students can discuss their ideas independent of the side they were assigned to or chose to argue.

The debate also often includes a time for teams to make opening and closing statements, where they have uninterrupted time to develop their arguments. Other potential debate components include a rebuttal, where Team B can respond to the arguments made by Team A, or a cross-examination, when teams can question each other in a more free-flowing style. In debate styles with smaller teams, this could also be a time for students in the audience to question their peers on the evidence they have used to support their arguments.

Rules of Debate

1. There are two teams, each consisting of two or three speakers.
2. Each team has two or three constructive speeches, and two to three rebuttal speeches. The affirmative gives the first constructive speech, and the rebuttals alternate: negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of the debate.

3. When worded as a proposition of policy, the topic requires the affirmative to support some specified action by some particular individual or group. The affirmative has the right to make any reasonable definition of each of the terms of the proposition. If the negative challenges the reasonableness of a definition by the affirmative, the judge must accept the definition of the team that shows better grounds for its interpretation of the term.

4. The affirmative must advocate everything required by the topic itself. No revision of position of a team is permitted during the debate.

5. He who asserts must prove. In order to establish an assertion, the team must support it with enough evidence and logic to convince an intelligent but previously uninformed person that it is more reasonable to believe the assertion than to disbelieve it. Facts must be accurate. Visual materials are permissible, and once introduced, they become available for the opponents' use if desired.

6. In the questioning period, the questioner may ask any fair, clear question that has a direct bearing on the debate. The questioner may use the period to build up any part of his own case, to tear down any part of his opposition's case, or to ascertain facts, such as the opposition's position on a certain issue, that can be used later in the debate. The questioner must confine himself to questions and not make statements, comments, or ask rhetorical questions.

7. Each speaker is questioned as soon as he concludes his constructive speech. The witness must answer the questions without consulting his colleagues.

8. No new constructive arguments may be introduced in the rebuttal period. The affirmative must, if possible, reply to the major negative arguments before the last rebuttal.

9. The judge must base his decision entirely on the material presented, without regard for other material which he may happen to possess.

10. Any gains made outside of the established procedure are disallowed.

THE CASE METHOD

Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions (Indiana University Teaching Handbook, 2005). The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. Often seen in the professional schools of medicine, law, and business, the case method is now used successfully in disciplines such as engineering, chemistry, education, and journalism. Students can work through a case during class as a whole or in small groups.

In addition to the definition above, the case method of teaching (or learning):

- Is a partnership between students and teacher as well as among students.
- Promotes more effective contextual learning and long-term retention.
- Involves trust that students will find the answers.
- Answers questions not only of "how" but "why."
- Provides students the opportunity to "walk around the problem" and to see varied perspectives. (Bruner, 2002, and Christensen, Garvin, and Sweet, 1991)

WHAT IS THE VALUE OF THE CASE METHOD?

Bruner (1991) states that the case method:

- Is effective: It employs active learning, involves self-discovery where the teacher serves as facilitator.

- Builds the capacity for critical thinking: It uses questioning skills as modeled by the teacher and employs discussion and debates.
- Exercises an administrative point of view: Students must develop a framework for making decisions.
- Models a learning environment: It offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking.
- Models the process of inductive learning-from-experience: It is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention.
- Mimics the real world: Decisions are sometimes based not on absolute values of right and wrong, but on relative values and uncertainty.

WHAT ARE SOME WAYS TO USE THE CASE METHOD APPROPRIATELY?

Choose an appropriate case

Cases can be any of the following (Indiana University Teaching Handbook, 2005):
- Finished cases based on facts; these are useful for purposes of analysis.
- Unfinished open-ended cases; where the results are not clear yet, so the student must predict, make suggestions, and conclusions.
- Fictional cases that the teacher writes; the difficulty is in writing these cases so they reflect a real-world situation.
- Original documents, such as the use of news articles, reports, data sets, ethnographies; an interesting case would be to provide two sides of a scenario.

Develop effective questions

Think about ways to start the discussion such as using a hypothetical example or employing the background knowledge of your students.

Get students prepared

To prepare for the next class ask students to think about the following questions:
- What is the problem or decision?
- Who is the key decision-maker?
- Who are the other people involved?
- What caused the problem?
- What are some underlying assumptions or objectives?
- What decision needs to be made?
- Are there alternative responses?

Set ground rules with your students

For effective class discussion suggest the following to your students:
- Carefully listen to the discussion, but do not wait too long to participate.
- Collaboration and respect should always be present.

- Provide value-added comments, suggestions, or questions. Strive to think of the class objective by keeping the discussion going toward constructive inquiry and solutions.

Other suggestions

- Try to refrain from being the "sage on the stage" or a monopolizer. If you are, students are merely absorbing and not engaging with the material in the way that the case method allows.
- Make sure the students have finished presenting their perspective before interjecting. Wait and check their body language before adding or changing the discussion.
- Take note of the progress and the content in the discussion. One way is by using the board or computer to structure the comments. Another way, particularly useful where there is a conflict or multiple alternatives, is the two-column method. In this method, the teacher makes two columns: "For and Against" or "Alternative A and Alternative B." All arguments/comments are listed in the respective column before discussions or evaluations occur. Don't forget to note supportive evidence.
- In addition to the discussion method, you can also try debates, role-plays, and simulations as ways to uncover the lesson from the case.
- If you decide to grade participation, make sure that your grading system is an accurate and defensible portrayal of the contributions.

In conclusion, cases are a valuable way for learning to occur. It takes a fair amount of preparation by both the teacher and the students, but don't forget these benefits (Bruner, 2002):

- The teacher is learning as well as the students. Because of the interactive nature of this method, the teacher constantly "encounters fresh perspective on old problems or tests classic solutions to new problems."
- The students are having fun, are motivated and engaged. If done well, the students are working collaboratively to support each other.

III. NAZARIY MATERIALLAR

1. LECTURE: INTRODUCTION TO ICT

Plan:

- **Definition and explanation of ICT**
- **History of ICT in education**
- **The current state of ICT in language education**

Keywords: foreign language learning; CALL; information and communication

During the last two decades, the integration of ICT in language education has become a major interest of topic in language educational realm. Research findings over the past two decades provide some evidence as to the positive effects of the use of information and communications technology (ICT) on students. EFL teachers are expected to adopt a new view of their roles and professional development in the rapidly changing modern society. It is needed to explore particular skills required for ICT to enhance language learning. The use of ICT as a teaching tool emphasizes obtaining, analysing and organizing information, by this way giving chance students to get in touch with different kinds of media. Integration of ICT necessitates deciding on the use of different ICTs in each skill, the types of ICT applications to be used, planning the favourite activities, managing problems arising from the activities planned, and so on. Information and Communication Technologies (ICTs) can be regarded as a new model of teaching and learning.. This review study is framed around to provide a deep and clear understanding about use of ICT in teaching English and examine ICT to meet the new educational demands of the current era. Namely, the aim of this paper is to present a comprehensive review as to advantages and disadvantages of using ICT as an instructive tool in EFL classrooms. Based on aforementioned considerations, this review study aims to shed light on how ICT contribute to English learning process and help identify the factors influencing the success implementation of ICT. Furthermore, the certain major suggestions will be made to maximize beneficial use of ICT in EFL classroom settings.

Over the past few decades there has been an upsurge of interest in searching a contemporary instrument to promote language teaching. Based on the previous review of literature, there is widespread consensus that the technological changes paved the way for meeting the needs of ever changing world. In this shifting educational landscape, a considerable amount of research has agreed that Information and Communication Technology (ICT) plays a critical role in the field of teaching English as a foreign language (EFL). With the blossoming of the ICT as a new tool in language teaching, EFL teachers and methodologist are expected to adopt a new view of integrating basic ICT skills in EFL classroom appropriately. It is prerequisite for equipping language learners with necessary technological skills. The application of ICT requires certain language skills and strategies. Introducing ICT into language classroom has great implications for curriculum reform, classroom teaching and student learning. It is believed that the increase of information and communication technologies (ICT) has dramatically reinforced and created powerful learning atmosphere. The implementation of ICT into real language context is more critical today than ever before since its growing power and capabilities are triggering a change in language learning environment. A great number of studies have been conducted to examine the advantages of integrating ICT into foreign language education. Therefore, the integration of new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress free language learning environment.

What does Information Communication Technologies (ICTs) mean?

Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video. Some examples of ICTs; IWBs, computers, computer assisted language learning (CALL) software, office applications (word, PowerPoint, drawing tools etc.), the Internet – websites and

downloadable software, commercial course book CD-ROMs, DVD players, mobile phones, electronic dictionaries, digital cameras and videos, DAT recorders, document cameras, data projectors. Livingstone (2012, p. 13) states that ICT includes technologies specific to the school environment (e.g. interactive whiteboards) or applications used across formal or informal boundaries (e.g. education games) and networked technologies. In a similar vein, according to Hennessy, Ruthven and Brindley (2005, p. 2), the term ICT encompasses the range of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, multimedia resources), means of telecommunication and information systems (Intranet, Internet). ICTs refer to technological tools and resources which are employed to communicate, create, disseminate and manage information (Yunus, Nordin, Salehi, Sun and Embi, 2013). Furhermore, ICTs may be defined as information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet. (UNDP, 2003).

ICTs in teaching foreign language / Pros and cons

Without a doubt, ICT is a valuable and an innovative teaching tool enhancing EFL learning. The rapid growth of ICT has naturally influenced the every aspects of language teaching process. Using technology has positive effects on teaching and learning English. Technology can be applied to teaching practices to enhance and facilitate foreign language learning. Computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students'motivation and language awareness (Altun, 2015). The implementation of ICT will lead to variety in English content, contexts and pedagogical methods in teaching environment. ICT makes English language environment interactive, flexible and innovative. (Qin and Shuo, 2011).

The application of computer technologies in language instruction provides a student-centred learning environment. It enables course administrators and teachers to vary

lesson presentation styles to motivate students of varying interests, provides learning opportunities outside the classroom, and is perceived to cater more for individual differences. Integrating technology into language instruction reduces teacher-centred understanding and students' language learning anxiety, but encourages them to be risk takers to practice target language as they are digital natives (Al-Mahrooqi and Troudi, 2014). Jayanthi and Kumar (2016) explain the positive impacts of ICT on ELT under the basic headings such as: availability of materials, students' attitudes, learner autonomy, authenticity, helping teachers, student-centred, and self- assessment. The availability of large body of authentic materials such as images, animation, audio and video clips facilitate presenting and practicing language. As for students' attitudes, ICTs increase motivation. The students feel highly motivated to learn a language as they displayed positive attitudes towards language learning as they use computer and learn in stress-free learning environment. In addition, ICT fosters learner autonomy as ICT tools provide learners to take responsibilities for their own learning. Students are free to choose the material convenient for their learning styles. Furthermore, ICT provides authentic situations and real life learning environment. As ICTs offer different types of facilities and availability of teaching materials, EFL teachers only suggest and design these tools as complementary teaching materials. Contrary to traditional learning environment, ICT supports student-centred learning together with teacher-student interaction. As for assessment, with the ICTs both receptive and productive skills are easily and effectively assessed. The teacher may decide and design relevant materials to test students' achievement in all skills. Additionally, the following impacts seem to be the most obvious ones when using ICT to support foreign language teaching:

- The possibility to adapt easily the teaching materials according to circumstances, learner's needs and response;
- ICT allows to react upon and enables the use of recent/daily news, it offers access to authentic materials on the web;
- Possibility to combine/use alternately (basic) skills (text and images, audio and video clip...);

- Lectures become more interesting and less ordinary which boosts learners' engagement;
- ICT enables to focus on one specific aspect of the lesson (Houcine, 2011).

The advantages of ICT usage in foreign language teaching can be listed as:

1. Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures.

2. Novelty and creativity. A teacher may use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

3. Feedback. Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.

4. Adaptability. Computer programmes can be adapted by teachers to suit their students` needs and level of language knowledge (Padurean and Margan, 2009). There is significant evidence of the benefits and advantages that the use of ICT can have on learners. The effective use of ICT impacts on learners and various aspects of the learning process can be summarized as follows: ICT increases learners' motivation and thus enhances personal commitment and engagement; ICT improves independent learning; Learners' collaboration and communication are more important; Learners' attainment and outcomes are improved (Haucine, 2011).

On the other hand, the integration of ICT in classrooms can also bring certain disadvantages. Teachers may have difficulty in relation to the integration and implementation of technological tools into course syllabus and curriculum. There are necessities to bear in mind before to use ICTs in EFL classrooms. Therefore, .Livingstone (2012, p. 12) asserts that ICT "is not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use.". The problems in classroom management, the lack of experienced teachers, choosing the best technological tool matching with course content, finding

reliable and acceptable activities for students' learning styles, the costs of new technological tools, and devices, insufficient physical capacity of classrooms etc. are only certain remarkable issues to be taken into consideration before employment of ICTs in language classrooms.

Cox, Preston and Cox (1999) state the drawbacks of using ICTs in classrooms as follows: difficulties in using software/hardware, need more technical support, not enough time to use ICT, too expensive to use regularly, insufficient access to the resources, restrictions the content of the lessons, counter-productive due to insufficient technical resources. In addition, EFL teachers felt it difficult to fully integrate computers into lessons and the teachers had to give up too much time to instructional and not being able to allow students enough time to practice and gain experience with skills being taught. Lack of technical support meant that teachers lost confidence in the equipment and software due to frequent failures and failure to complete lessons in the allocated time. School have found that it is vital to effectively integrate technology into the classroom that an on-site technical assistant be recruited to assist teachers when needed Blackmore, Hardcastle, Bamblett and Ownens, 2003 p. 203).

To conclude, it is strongly believed that the implementation of educational technology and communication into EFL context provides flexible and diverse set of technological tools, promotes problem solving skills of students, gives chance learners to use higher order skills, develop critical thinking and effective information processing skills, encourages active independent, autonomous and collaborative language learning, motivates and facilitates language learning, enhances teacher training. On the contrary, it is clearly evident that the integration of ICT into language teaching practices has its own limits. ICTs should be integrated to foreign language teaching as an effective supplementary and a valuable complementary teaching tool.

Discussion questions:

1. What comes to mind when you hear the word "technology"?
2. What do you know about ICT?
3. Why use ICT in the classroom?

4. How do you think ICT can benefit students?

5. How can ICT benefit learning?

6. What are your students capable of?

7. What are YOU capable of?

8. What are your universities' facilities capable of?

9. Do you agree with *Not all English education technology is good*? And why?

1. PRACTICAL: Google products: COLLABORATIVE LEARNING ONLINE WITH GOOGLE (DOC, SITES)

Plan:

- Introduction
- Sharing and access options
- Sharing a document for collaboration
- Colloaborating on a document
- Working in collaboration in team drives

Introduction

Digital tools have given us an exponential number of ways to collaborate with our students, colleagues, peers and community. Collaboration that can help us build, communicate and learn together. But there are few tools available that **take collaboration to the amazingly natural, intuitive and effective level** as Google Drive Apps (Docs, Sheets, Slides). Whether it's watching the colored cursor of your co-collaborators, using chat to start a conversation, or leaving comments and notes, Google Drive offers a collaborative learning environment that is the closest you can get to working face to face.

Many people think of Google Drive as a cloud storage and sync service, and it is that — but it also encompasses a suite of online office apps that are comparable with Microsoft Office. Google Docs (the word processor), Google Sheets (the spreadsheet app) and Google Slides (the presentation app) can import, export, or natively edit Microsoft Office files, and you can use them to work together with colleagues on a document, spreadsheet or presentation, in real time if you wish.

With a Google Account, individuals get free use of Docs, Sheets and Slides and up to 15GB of free Google Drive storage. Those who need more storage can upgrade to a Google One plan starting at $2 per month.

Businesses can opt for <u>Drive Enterprise</u>, which also includes Docs, Sheets and Slides as well as business-friendly features including shared drives, enterprise-grade security, and integration with third-party tools like Slack and Salesforce. Drive Enterprise costs $8 per active user per month, plus $.04 per GB used.

Finally, Google Drive, Docs, Sheets and Slides are part of the company's <u>G Suite</u> office suite, along with numerous other communications tools including Gmail, Google Calendar, Hangouts Meet, and Hangouts Chat, plus security and administration tools. <u>G Suite plans</u> range from $6/user/month for the Basic plan with 30GB of storage to $25/user/month for the Enterprise plan with unlimited storage and advanced administration, security and e-discovery tools.

The G Suite and Drive Enterprise versions of Drive, Docs, Sheets and Slides are mostly identical to their free counterparts but with a few extra features for the business environment. Whichever version you're using, here are the essentials to know in order to effectively use Drive and its related apps to collaborate. Most of this article is about sharing and collaborating via My Drive, the drive controlled by individual users whether they use Google Drive through a personal Google account, a G Suite account or a Drive Enterprise account. A section at the end covers Team Drives, shared drives that are available only through Drive Enterprise and G Suite Business, Enterprise and Education accounts.

Sharing and access options

Google Drive gives you fine-tuned control over who can see your files and what they can do with them.

Public vs. private sharing

There are two ways you can share a Google Drive document, spreadsheet or presentation with other people. (For simplicity's sake we'll just say "document" from now on, but the same steps apply to spreadsheets and presentations.)

Publicly: Anyone can access your document by clicking a link to it. No sign-in is required. You can give out this link to anyone, or publish the link on a website or message board.

Privately: You enter an email address for each collaborator. Google Drive will email each person a link. Only the people who receive the email can click the link to access your document.

To edit or comment on a private document, your collaborators must have a Google account. If any of your collaborators already has a Gmail account, then they can immediately collaborate as long as they're signed into their account. Anyone who doesn't will have to register for a user account using a current email address, which doesn't need to be a Gmail one.

Viewing vs. commenting vs. editing

Regardless of whether you publicly or privately share a document, you can choose one of three ways as to how other people can interact with it.

View: Others will only be able to scroll through and read your document.

Comment: Others will be able to add comments but not change the body of the document.

Edit: Others will be able to actually edit the document (change text, add images, etc.) and share the file with others.

You can combine the sharing and interaction options any way you choose — for instance, you can share a document publicly and grant view permissions only, or you can share it privately and grant comment permissions. With private sharing, you can give some people view permissions and let others comment or edit the document.

Less common scenarios are public sharing with commenting or editing enabled. Why would you ever want to publicly share a document and let anyone comment on it? Maybe, for example, you want to gather opinions about a rough draft of a presentation. So you share a public link to it on a message board for colleagues in your line of work, inviting them to comment.

As for why you would allow public editing access, a plausible scenario might be if a collaborator you know doesn't wish to register their email address with Google for some reason. Without a Google account, they can't be granted private access. Under this circumstance, you should only enable public access to edit at the time when this person
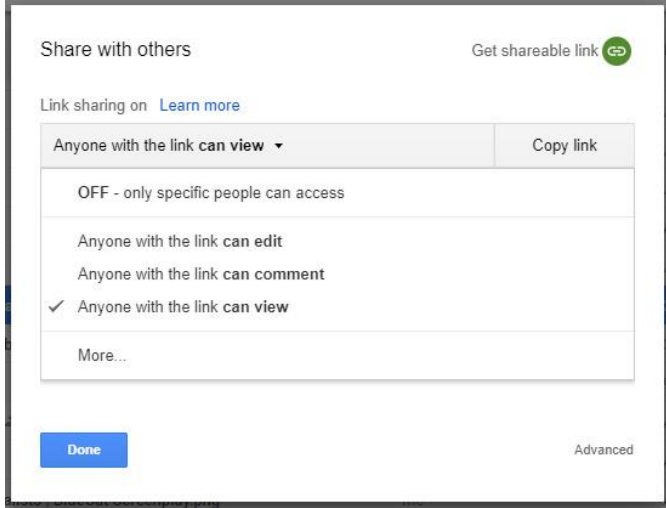
will be online to edit your document. As soon as they are finished, you should disable public access with edit capabilities.

How to share a document for collaboration

From the main page of your Google Drive user account (listed under the heading My Drive), click the file name of the document you want to share so that it's highlighted in blue.

To share publicly: Click the link icon (it looks like a chain) on the toolbar above the list of your folders and files. A panel will open, showing you a web link. You can copy and paste this link to share with other people. By default, they will only be able to view your file when they visit this link.
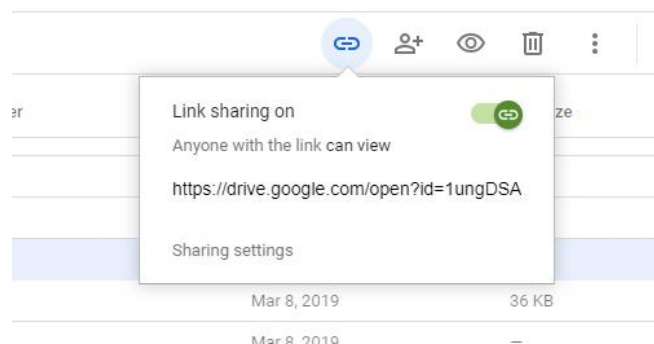
To allow the public to comment on or edit this document, click "Sharing settings." This will open a "Share with others" panel. In the first gray box, click to change "Anyonewith the link can view" to "...can edit" or "...can comment."

You can change a document from public to private at any time by clicking the same gray box and selecting "OFF - only specific people can access." Conversely, there is a way to make a document even more public. By default, when you create a shareable link,
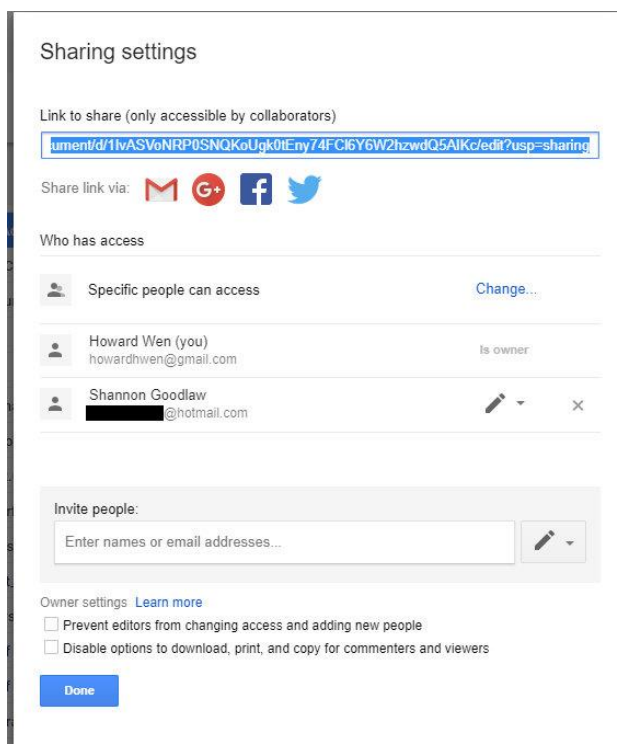
only people who have the link can access your document. But if you click that same gray box and select the "More..." link, you'll see an option that says "On - Public on the web," which means that your document is accessible by anyone on the internet and may turn up in Google searches. *Warning: Choose this option only if you truly do want to share your document with the world.* (Note that you can additionally send private email invitations to the document from the "Share with others" panel, as detailed below.)

To share privately: Click the icon of the silhouette head with the + sign on the toolbar. This will open a simpler version of the "Share with others" panel. Type in the email addresses of the people you want to collaborate with. To the right of this entry box, you can click the gray box to grant each collaborator the ability to edit, comment, or only view. ("Can edit" is selected by default.)
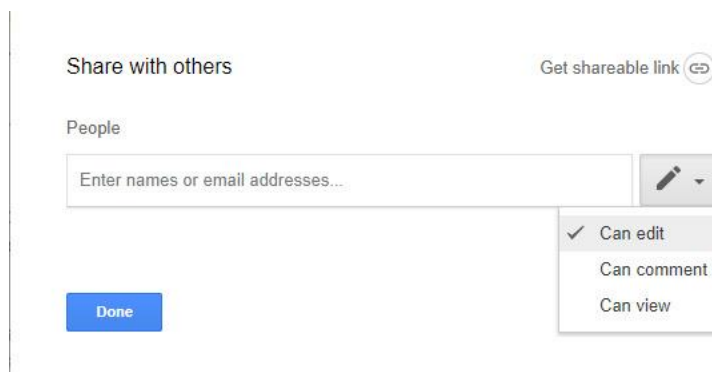
If you've chosen to share a document privately, you can make it public at any time by clicking "Get shareable link" in the upper-right, which creates a public link and opens the same expanded version of the "Share with others" panel that we saw when public sharing was enabled. You can use both public and private sharing options for the same document — for instance, you could allow the public to view your document but let only specific people edit or comment on it. Clicking the "Advanced" link at the bottom of the "Share with others" panel opens an even more expanded version of the panel that makes available all the settings for enabling public or private access to your document. In addition to the sharing options outlined above, you can prevent people with view or comment permissions from downloading, printing or copying the document. You can also prevent anyone with edit permissions from sharing the file or changing its access permissions.

The G Suite and Drive Enterprise versions of Google Drive also let you set an expiration date for a shared document. After this date passes, the person or people you've shared the document with will no longer be able to view it. From the "Sharing settings" window, under "Who has access," hover the cursor over the name of the person you want to set an expiration for. Click the timer icon that appears by their name.
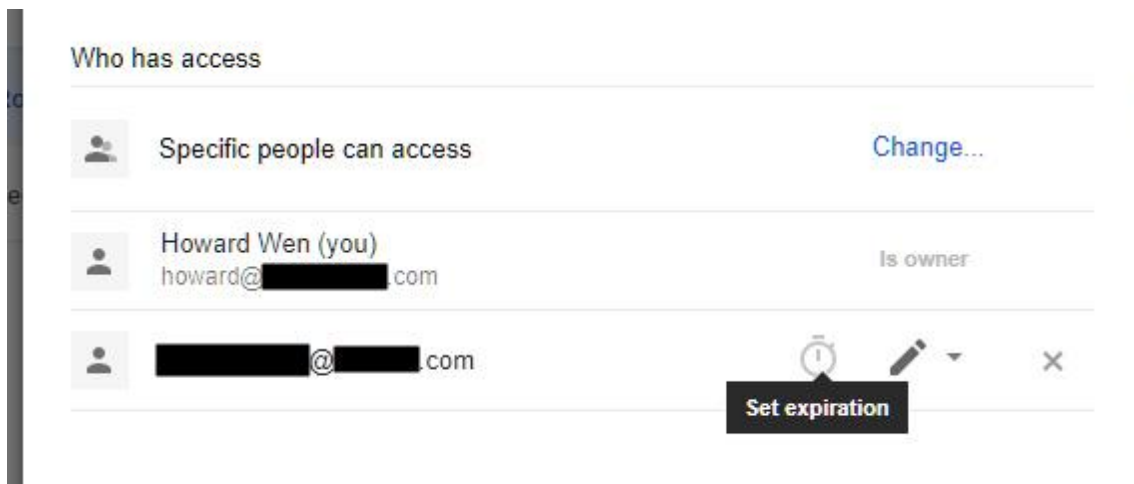
Next to "Access expires," click the drop-down box. Select the number of days from the current day that you want that person to have access to the file before they can no longer view it. Or click "Custom date..." to pick a specific date of expiration from a calendar. Click "Save changes."
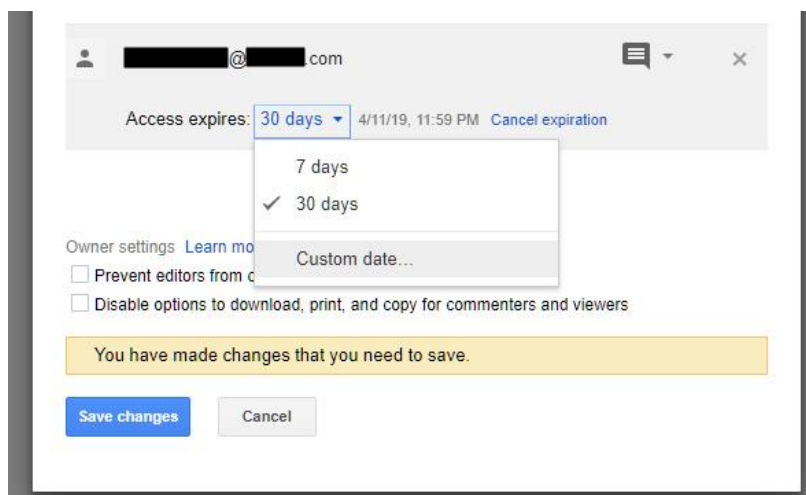
Note that this expiration function doesn't work on a document that you want to share with someone to edit. It can only be applied to users who have been allowed comment or view access to a file.

There are two other ways begin sharing a document in Google Drive. From the main My Drive page, you can right-click the file name or thumbnail of your document

and select "Get shareable link" or "Share…" from the panel that pops open to enable public or private sharing, respectively.
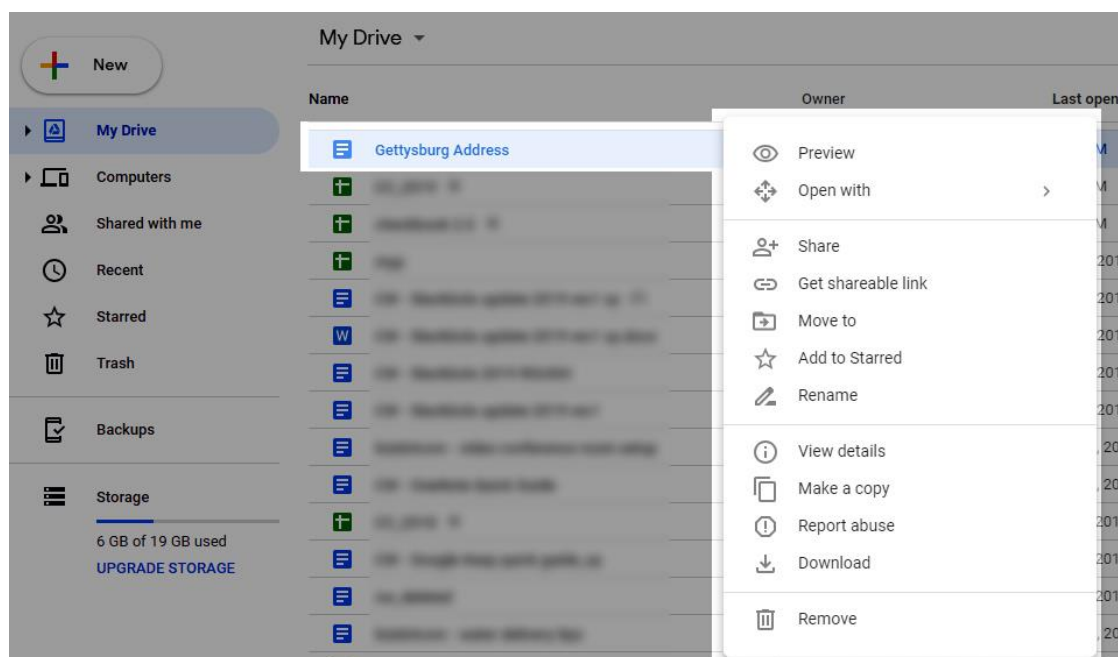
To share a document that you've already opened and are currently viewing, click the blue Share button at the upper-right corner. This will pop open the simpler version of the "Share with others" panel, which you can expand as needed.

How to share from the Google Drive, Docs, Sheets and Slides mobile apps

To share a document from the mobile app version of Google Drive, tap the three dots to the right of the file name. From the panel that slides up, you can tap "Share" to share privately; that brings up a screen where you can send email invites and set editing permissions just as with the Google Drive web app.

For public sharing, when the three-dot menu slides up, tap "Link sharing" (in Android) or "Link sharing off" (in iOS) to turn on link sharing for the document. When you do so, an online link to your document is copied to your phone's memory; you can paste it into an email, for example, to share it with others.
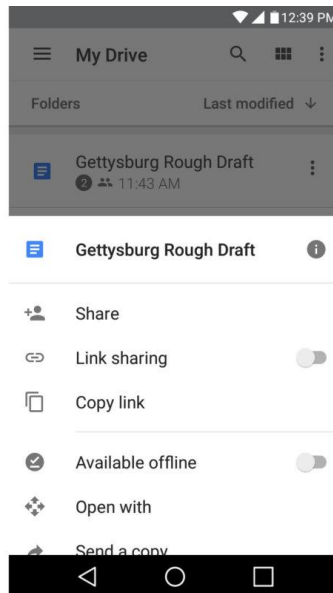
When you're on the home screen in the Google Docs, Sheets and Slides mobile apps, the sharing steps are basically the same as in the Google Drive app. When you have a document, spreadsheet or presentation open in its respective mobile app, the "Share" icon for private sharing is located at the upper-right. To share as a public link, tap the three-dot icon in the upper-right corner, and tap "Share & export" from the panel that appears.
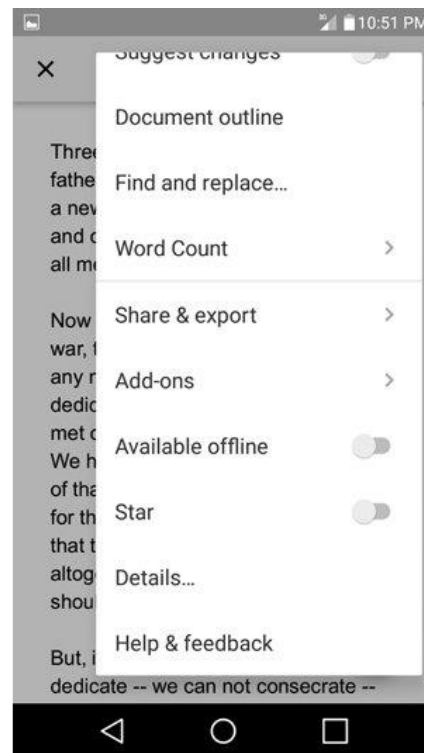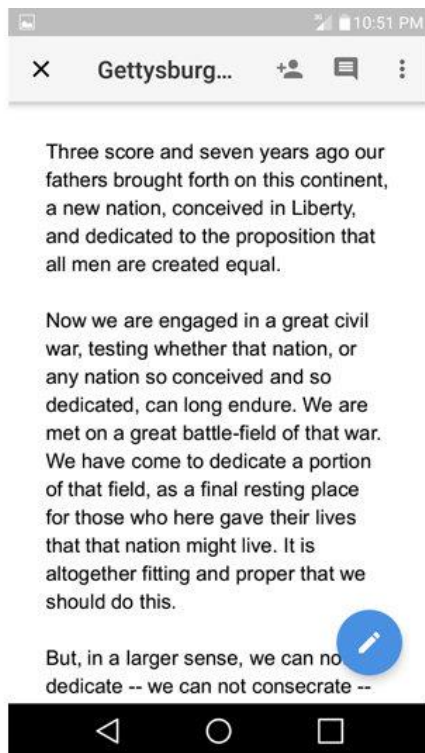
Sharing status

When a document on your My Drive page is set as shared, it will have an icon of two silhouetted heads to the right of its file name to indicate this status.
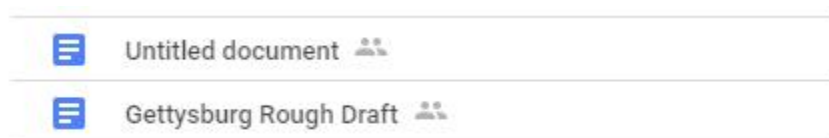
(An oversight on the part of the Google Drive developers: If you have your My Drive page set to grid view, which shows your files and folders as thumbnails, this icon won't appear over the thumbnail of a shared file.)

What if you're on the receiving end: Someone has shared a document with you to collaborate on? Along the left side of your My Drive page, clicking "Shared with me" will show you a list of files that others have shared with you.
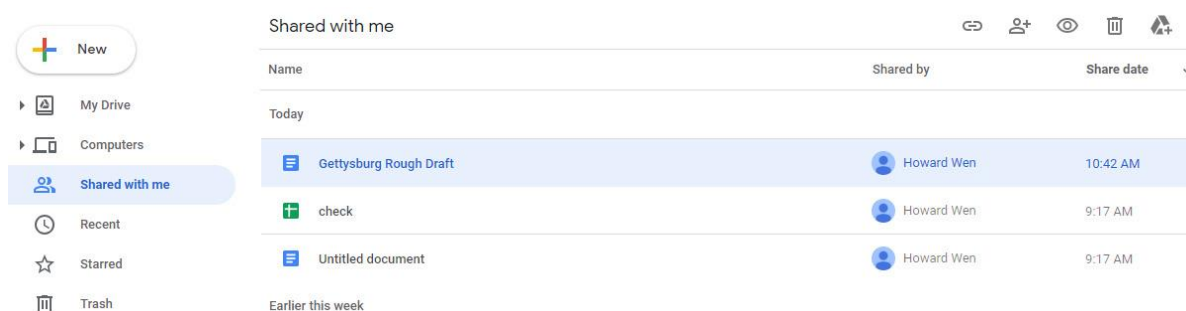
The mobile apps use the same silhouetted heads icon to indicate a shared file and the same "Shared with me" link to show you files others have shared with you.

How to collaborate on a document

Google Docs, Sheets and Slides offer a few different ways for people to work together: comments, direct edits, and suggested edits, with a few extras thrown in for real-time collaboration. (Suggested edits are available in Docs only, the other options in all three apps.)

To add and review comments

Anyone who's been granted comment or edit permissions can add comments to a document. Set the cursor in the document where you want to insert a comment. Alternately, you can highlight text or an image. Then, click the black dialog icon on the toolbar above the document.

Add comment (Ctrl+Alt+M)
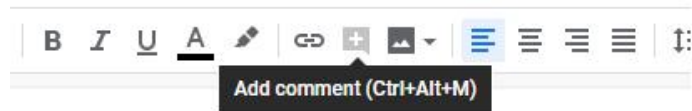
A panel will open at the lower-right corner, inside which you can type your comment.
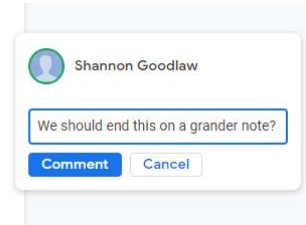
Comment cards created by you and your collaborators appear along the right side of the document.
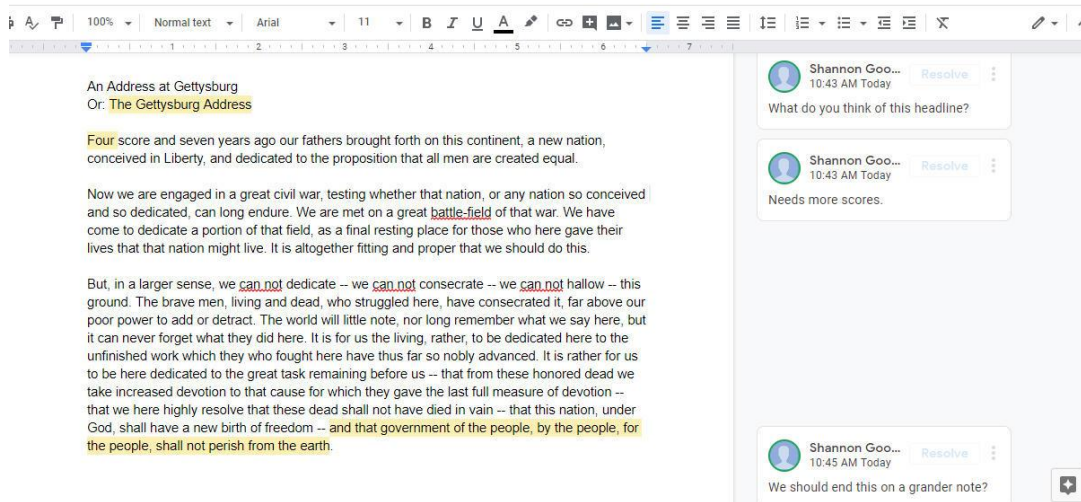
Clicking the gray Comments button at the upper-right corner will open a panel listing all the comments made by you and your collaborators. You can scroll through them, and you and your collaborators can respond to each one with a brief message.
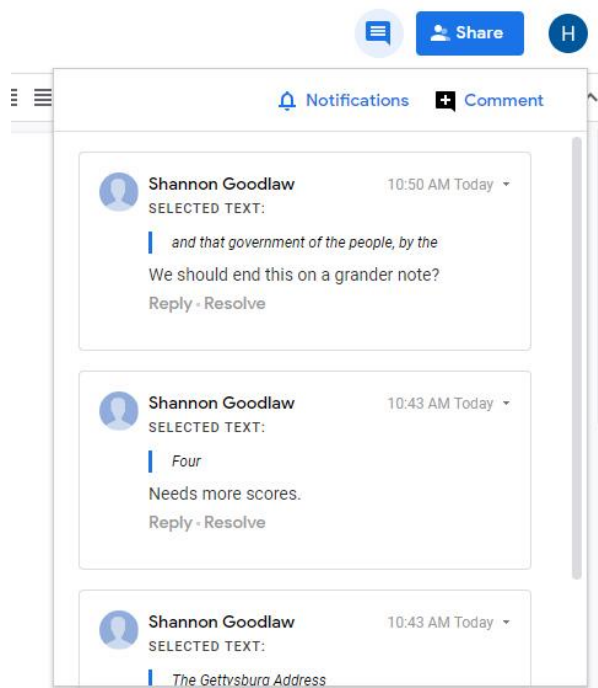
The mobile apps also let you add and review comments. With a document open, click the pencil icon in the lower-right corner. Put your cursor where you want to insert the comment, tap the + icon on the toolbar at the top of the screen and select Comment from the panel that slides up. Type in your comment, then, in Android, tap the Comment button to insert it; in iOS, tap the check mark to insert it. To review all the comments in a document, tap the gray Comments icon.

To make direct edits

Anyone who's been granted edit permissions can directly edit the document. As you'd expect, you can simply insert your cursor, then add or revise text, insert images and so on. (In the mobile apps, tap the pencil icon in the lower-right corner to enter editing mode.)

With multiple people editing the same file, however, it can be difficult to keep track of who's done what. That's where version history comes in. If you're away when a collaborator makes changes to your document, the next time you open it, a status line above the toolbar will tell you how long ago the last edit was made and by whom.
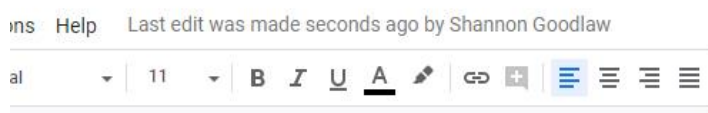
If you click this status sentence, you will be taken to a screen showing a list (on the right side of the screen) of older versions of your document. The entry for each version states the date and time when the revision was made and by which collaborator. The text or images that a collaborator added will be highlighted in a color that matches the color next to their name in this entry.
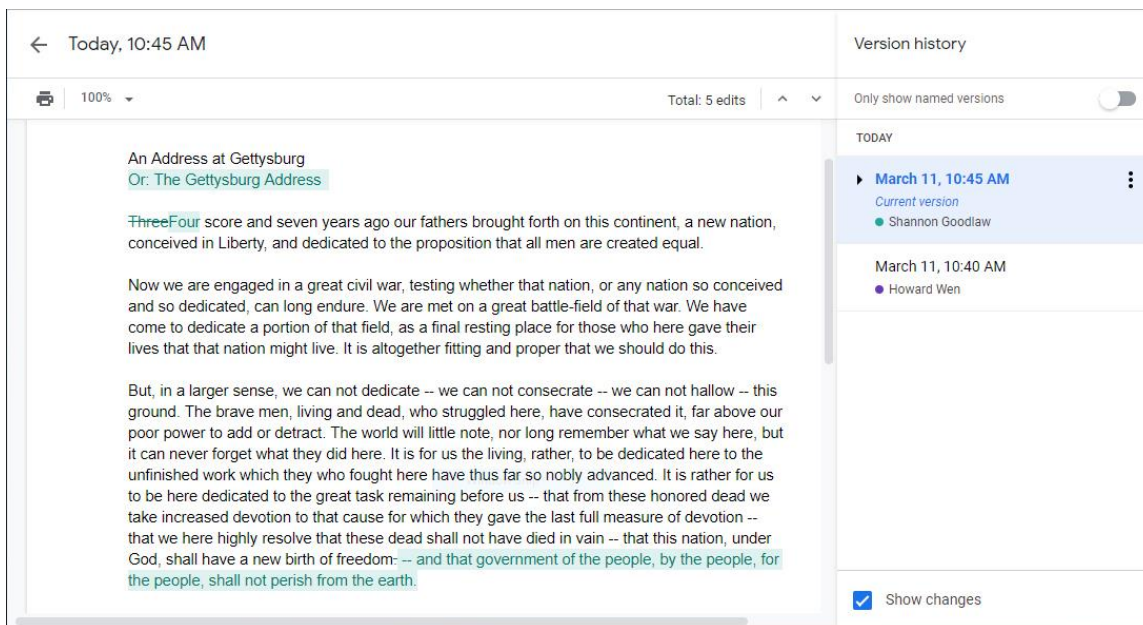

You can also access this archive of older versions from the main document viewing window by clicking File > Version history > See version history.
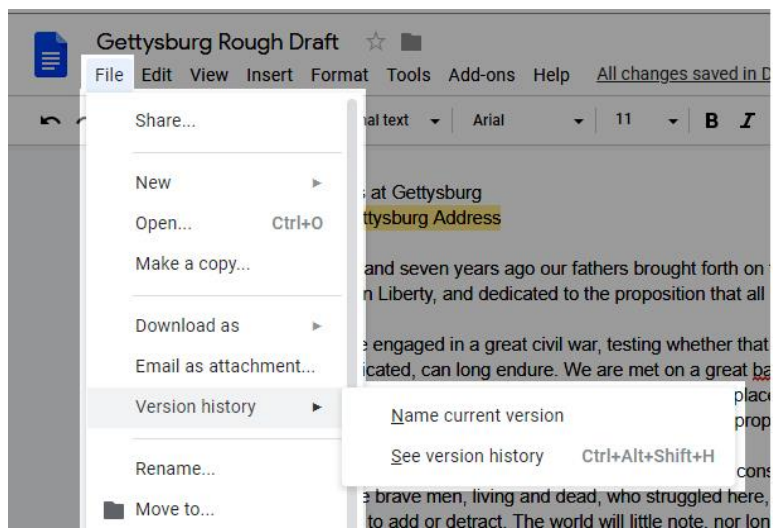
IDG

Click one of the dates, and the version of your document that was saved at that marked time will show in the main window. (If you want to give an older version a unique name, click on its date. You'll be prompted to type in words to replace the date.)

To restore an older version so it becomes the one that you and your collaborators will work on together, click the big, blue "Restore this version" button at the top of the screen. (The last version you were working on will then be listed at the top of the "Version history" list.)
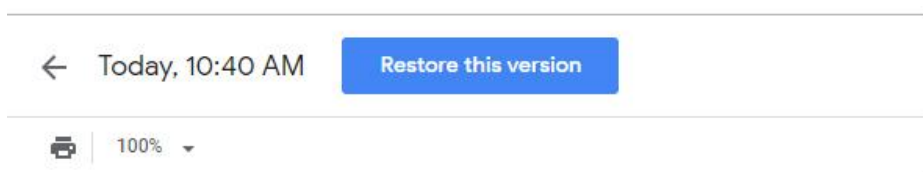
To make edit suggestions

In Google Docs (but not Sheets or Slides), there's a better, and clearer, way to go over edits made by your collaborators. Ask them to enter their additions under Suggesting mode. This is turned on by clicking the Editing drop-down menu in the upper-right corner and selecting Suggesting.
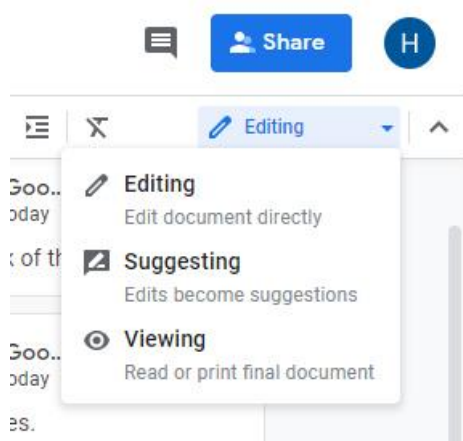
When anybody adds text, it will appear in a different color; each collaborator gets their own color text. If they add an image, that image will have a border in their color. And anything they delete will have a strikethrough in their color.
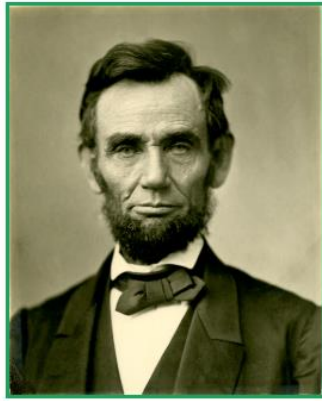
Photo: Abraham Lincoln

An Address at Gettysburg
Or: The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

A note card will appear to the right of the document. This will list the added or deleted text or image, the name of the collaborator who made the change and the time and day when the change was made. To accept the suggestion, click the check mark on the note card; to reject it, click the x.


To see your document with or without suggested edits, click Tools > Review suggested edits. A gray box will open toward the upper-right of the screen. To view the document with the suggested edits merged in, click the "Show suggested edits" drop-down and select Preview "Accept all." To view without the suggested edits, select Preview "Reject all."
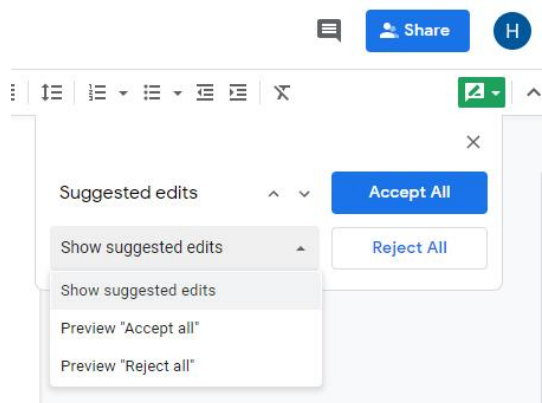
If you want to accept or reject all suggestions at once without going through them one by one, you can click the Accept All or Reject All buttons in this box.

Whenever your document gets a suggested edit by a collaborator, Google Drive updates a tally that's set next to its file name as seen on your My Drive page. (If you're viewing your My Drive page in grid view, this number total appears over the thumbnail of your document.)
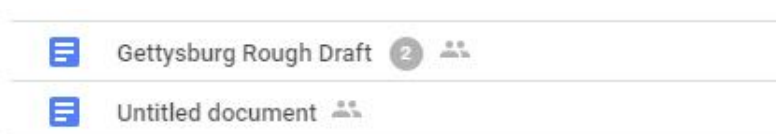

Real-time collaboration

When you and one or more of your collaborators are viewing your document, spreadsheet or presentation at the same time, an icon appears at the upper-right corner for each person who is currently viewing the file. The icon may be a headshot of that person or the first letter of their first name. They will also see your online status as an icon at the upper-right corner of their screen.

You can chat with one another. Clicking the speech bubble icon (to the right of the icons of your collaborators) will open a chat window along the right side of your screen.
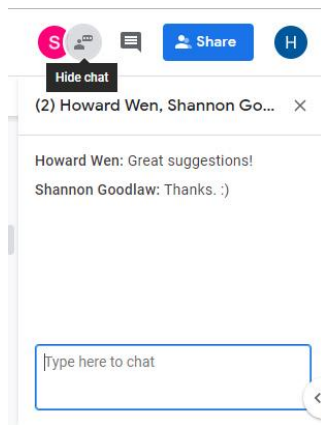
Whenever you or your collaborators add a comment, text or image, the others will see the comments or changes appear at that moment on the document, spreadsheet or presentation.
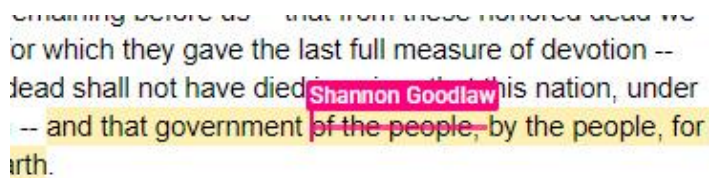

How to share documents in Team Drives

With Drive Enterprise and the Business, Enterprise and Education versions of G Suite, you can create a Team Drive. It works like your personal My Drive: Files can be stored in it, folders can be created, and documents can be shared with other people. But a Team Drive can also be directly accessed and managed by more than one person. It can be useful for storing and sharing files that people collaborating on the same project or working in the same department need to use.

Creating a Team Drive

To create a new Team Drive: On your main Google Drive screen, at the upper-left corner, click "Team Drives." A window will open prompting you to type in a name for


the new Team Drive.
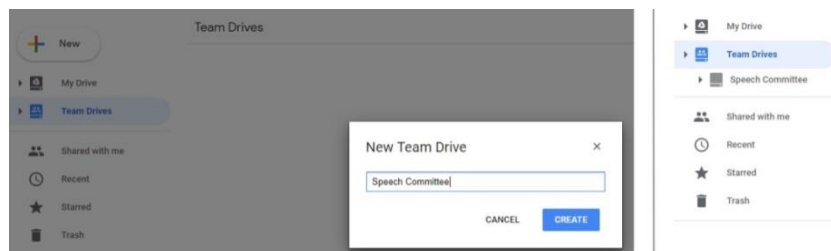
After you click the Create button, the name of your new Team Drive will appear listed below "Team Drives."

Next, you need to invite other people so that they can access the Team Drive. Click the name of your new Team Drive, and then click "Add Members" at the top of the page.

In the window that opens, type in the names or email addresses of co-workers who you want to have access to your new Team Drive.
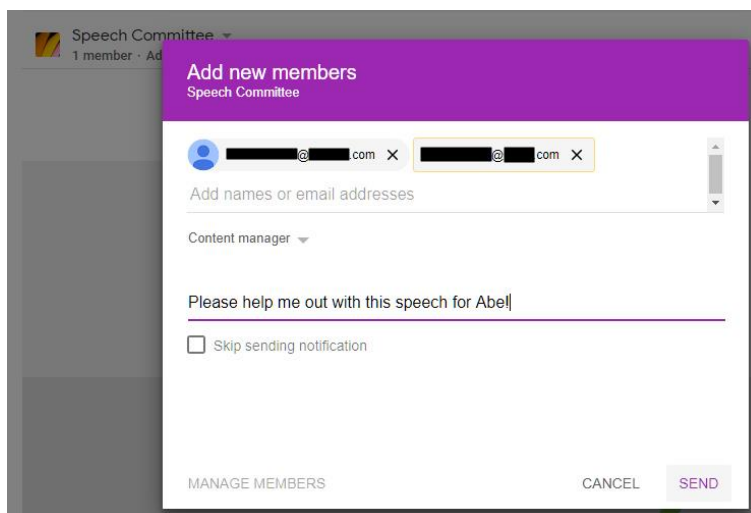
Note that you may need to add co-workers in batches, as you might want to give them different access levels. Below the field where you enter their names, you'll see a drop-down menu where you can choose one of five access levels: Manager, Content manager, Contributor, Commenter, or Viewer. There are several differences among these categories — too many to describe in this quick guide — but Google lists them in a handy table. Basically, Managers have full access and are the only people who can add and remove members, change a member's access level, and permanently delete files from a Team Drive. Viewers can only view files and folders, nothing more. And the other roles are in between, with varying degrees of control over files and folders in the drive.

Content manager is the default role assigned when you give people access to a drive, so be sure to change it if you want them to have less control.

Click the Send button, and the co-workers you added will be sent an email with a link that will allow them access to your new Team Drive.

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Sharing documents with non-members of a Team Drive

Any member of a Team Drive has access to all the files in it. Sometimes, though, you want to share a document with people outside the team — without giving them access to the whole Team Drive. Sharing a document in a Team Drive is similar to sharing a document in My Drive, but the interface for sharing in a Team Drive looks a little different and has more functions.

Note that you can only share files, not folders, in a Team Drive, and you must have at least Contributor access to a Team Drive to share files from it.

Click the document in your Team Drive that you want to share, then click the Share icon in the toolbar at the top of your Google Drive page. (Or right-click the file in your Team Drive and select "Share" from the pop-up menu.)

To share a document with specific people: Enter names of people in Google Contacts, email addresses, or groups of contacts from Google Groups. By default, people you share with can edit the document you share. If you want, click the down arrow to change their access permissions from Edit to Comment or View. Type a message if you like, click the Send link, and recipients will be sent an email invitation to access the document.
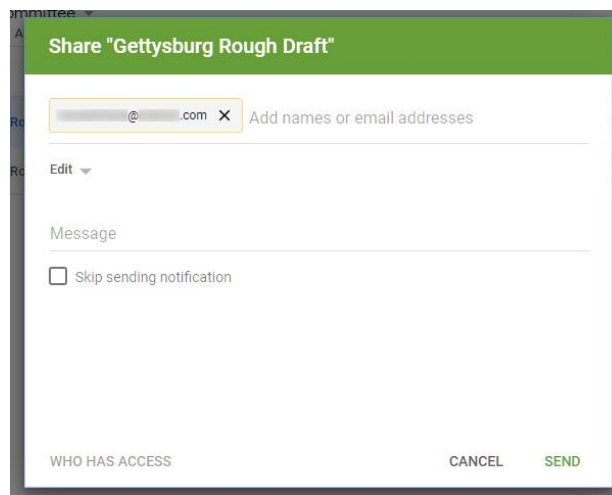
To share a document with anyone in your organization: In the same Share box as above, click "Who has access" in the lower-left corner. In the box that appears, click the down arrow next to "Link sharing off" and toggle the "Link Sharing" switch on. This creates a link to your document that anyone in your organization can access.

Under this newly generated link, you can click the down arrow next to "People at [Organization Name] with the link can view" to change the access level for this file to "...can edit" or "...can comment."
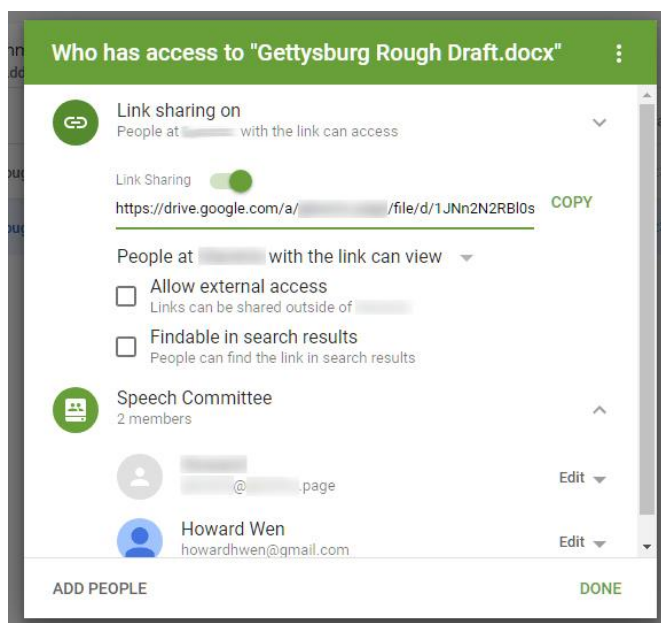
To share a document publicly: Below the sharing link and permissions drop-down is a checkbox marked "Allow external access." When checked, it lets anyone with the link to your document share it outside of your organization, potentially making it accessible to the public. A safer way to share files outside your organization is to invite specific people, as covered above.

More options: Below the "Allow external access" checkbox is a second checkbox labeled "Findable in search results." Check this if you want the document to be searchable in Drive.

The lower half of the "Who has access" box lets you change the access level of the document you're sharing for each member of the Team Drive it's stored in. You can add more people to share this document with by clicking the "Add people" link in the lower-left corner.

To prevent your document from being copied, downloaded or printed by those without edit access to it, click the three-dot icon at the upper-right corner of the sharing box and check "Restrict download, print & copy actions on this file for commenters & viewers." Those with edit access can still download, print, and copy the document.

When you've made your sharing choices, click Done in the lower-right corner. Now anyone with whom you've shared the document (or who has the sharing link) can view it and, depending on the permissions you've assigned them, can collaborate on it as described in the "How to collaborate on a document" section above.

To stop sharing a document: Return to the "Who has access" box and toggle the "Link Sharing" switch off. The sharing link will be removed.

To stop sharing with individuals, find their names in the lower half of the "Who has access" box, click the down arrow the right of each person you want to stop sharing with and choose Remove. When you're finished, click Done in the lower-right corner.

To set all the files in a Team Drive to have the same sharing properties: At the left of your Google Drive page, click the name of the Team Drive that contains the files that you want to set the sharing properties for. Then, at the top and to the right of the Team Drive's name, click the down arrow and then "Team Drive settings." Set the following three parameters by clicking the "Edit" link to the right of each:

Sharing outside [Organization Name]: Control whether people outside your organization can be granted access to files in the drive

Sharing with non-members: Control whether people who are not members of the Team Drive can be given access to files in the drive

Download, copy, and print: Control whether people with comment or view access to files in the drive can download, copy, or print them
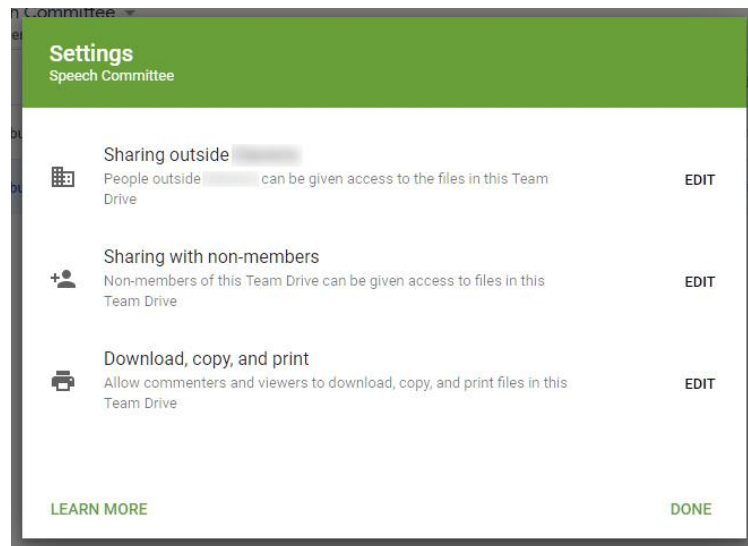
<div align="center">Discussion questions:</div>

1. Do you need a Google account to use Google Docs?
2. How do I make a Google Doc editable?
3. What can you do with Google Docs?
4. Can you use Google Docs online?
5. Can Google Docs be used offline?
6. How do you make a Google Doc available offline?
7. Can I use Google Docs offline on Chromebook?
8. Does Google Docs app work offline?

2. Practical: Evaluating Language Learning and Teaching Websites

Key questions:

- Introduction

- Apps and websites

- Language learning websites

- Choosing and evaluating the most needed website and app

Keywords: Mobile learning, Mobile assisted language learning, Mobile apps, and Language skill

One of the most attractive technologies is mobile technology which represents a revolutionary approach to education. In recent times mobile devices have been steadily incorporated into learning. The broad use of Smartphones and different transportable and

Wi-Fi gadgets has converted the traditional teaching method and learning process (Kukulska-Hulme, 2009). This extensive usage of mobile devices has fetched loads of mobile application in English Language Teaching. Numerous apps are available for language learners to download through easy access to the internet. Learning materials can be accessed easily due to the portability and accessibility of mobile devices.

Apps and websites

Before you can evaluate the benefits of a mobile website vs. an app it's important to understand the key differences between the two. Both apps and mobile websites are accessed on a handheld devices such as smartphones (e.g. iPhone, Android and Blackberry) and tablets.

A mobile website is similar to any other website in that it consists of browser-based HTML pages that are linked together and accessed over the Internet (for mobile typically WiFi or 3G or 4G networks). The obvious characteristic that distinguishes a mobile website from a standard website is the fact that it is designed for the smaller handheld display and touch-screen interface. Increasingly, responsive web design is becoming the new standard for websites that are not only mobile-friendly, but that can scale to any sized device - from desktop down to tablet and handheld smartphones.

Like any website, mobile websites/responsive sites can display text content, data, images and video. They can also access mobile-specific features such as click-to-call (to dial a phone number) or location-based mapping.

Apps are actual applications that are downloaded and installed on your mobile device, rather than being rendered within a browser. Users visit device-specific portals such as Apple's App Store, Android Market, or Blackberry App World in order to find and download apps for a given operating system. The app may pull content and data from the Internet, in similar fashion to a website, or it may download the content so that it can be accessed without an Internet connection.

When it comes to deciding whether to build a native app or a mobile website, the most appropriate choice really depends on your end goals. If you are developing an interactive game an app is probably going to be your best option. But if your goal is to

offer mobile-friendly content to the widest possible audience then a mobile website is probably the way to go. In some cases you may decide you need both a mobile website and a mobile app, but it's pretty safe to say that it rarely makes sense to build an app without already having a mobile website in place.

Generally speaking, a mobile website should be considered your first step in developing a mobile web presence, whereas an app is useful for developing an application for a very specific purpose that cannot be effectively accomplished via a web browser.

Language learning websites

The statistical data of mobile apps exhibits the rapid progress in numerous apps being developed and downloaded every year by people around the world. English learning apps available in the app stores are plenty and choosing the right app is definitely a tiresome job. The difficulty lies on the part of the learner to choose the right app and the question lies here is which app is best and suited to the particular level of the learner? To aid the learner's apps can be classified as follows,
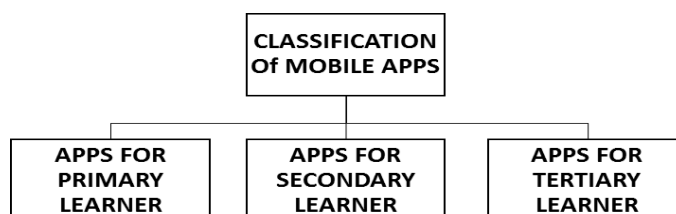

Figure 1: Classification of Apps

Primary Learners

As mobile devices march toward ubiquity, they are finding their way into the hands of the early learners. Early learners include children of a very young age who use mobile devices to interact and for playing games. Reviewers and instructors have experimented mobile devices with children to uplift their learning (ramya.g&Madhumathi.p, 2016). This integration of technology into learning fetched positive outcome that resulted in effective learning (Liu et al., 2014). Apps for children have the potential to educate them. There are more educational apps available in the app

store, choosing the right one for children can change the way they look at the process of learning. Benefits of mobile application in Education include

- More social

- Entertainment

- Round the Clock Availability

- Effective Utilization of Leisure hours

- Alternate modes of learning

- Fun and informal

Recent studies show a significant increase in the usage of mobile devices among young children. They get excited in using these devices because it gives them a lot of joy. Pre- school children lack the ability of discretion to judge what is good and what is bad for them especially in handling the mobile devices. The duty lies here both with parents and teachers to act as a decision-maker in guiding them in the choice of the correct or suitable content which produces no harm for children but in turns enhances their learning (Kim and Smith, 2015).

Kim and Smith based on the child development theory developed an app for English learning by integrating humanoid robot with a smartphone for pre-school children.They chose four children in the age group between 3 to 5 years have been observed for 2 to 3 times over a period of two weeks spending one hour for each child for every time. Children treated the robot as their own friend and learned the language naturally in a playful manner. According to Lena Lee(2015) "children use not only traditional, typical toys and materials such as blocks, dolls, balls, puzzles, sand, but also, they interact on a daily basis with technology like digital media". Lee conducted a case study in developing the social skill of young children with the use of iPads in schools in the United States. He emphasized the combination of the digital tool with learning among children. This study has increased the interaction of children with others. The use of iPad keeps them focused most of the time and also raised the level of interest. The technological tool has motivated the children to a greater extent. Primary learners include children belonging to the age group 3-10 years. Children of this age group learn the

English language beginning with alphabets, later on to recognition of the letters, sounds of the alphabets, tracing the letters to write. They are interested in listening to animated rhymes songs and stories. Learning the Colors of different objects, shapes, name of animals, fruits, vegetables and more can enhance their vocabulary acquisition. Mobile apps are developed to meet the need of the children belonging to this age group. Apps which are good are mentioned in the below table which suits for primary learners,

<p align="center">Table 1: Apps for Primary Level Learners</p>

LOGO	NAME OF THE APP	DEVICE	SKILL	PAID / UNPAID
	Pogg — Spelling & Verbs	iPhone and iPad	To Learn Spelling, Language and Vocabulary. [Special Education Like Autism and Speech Therapy Support]	Paid
	Speech with Milo Apps	iPhone, iPad, and iPod touch.	Enhance speaking skill.	Paid
	Phonetics Focus	iPhone, iPad, and iPod touch.	It offers various interactive activities to develop speaking skill.	Paid
	MindSnacks	iOS	It uses fun games to learn new English words.	Paid
	Spell & Listen cards – the talking flashcards for spelling	iPhone, iPad, and iPod touch.	The talking flashcards for spelling support	Paid
	Starfall ABCs	iPhone, iPod Touch.	Letter Recognition, Phonics, and Listening	Free

	Kids Learn to Read	Android	Practicing pronunciation skill	Free
	Super WHY	iPhone, iPad, and iPod touch	Practicing the alphabet, rhyming, spelling, writing and reading	Paid
	123s ABCs Preschool Learn HWOTP Kids Handwriting	iPhone, iPad, and iPod touch.	Writing, reading	Free
	Hooked on Phonics - Learn to Read Program	iPhone, iPad, and iPod touch	Nurture child's reading skill.	Free

Secondary Learner: Students of age group 12-17 belong to the secondary level of learners. The use of a mobile device affords a way to attain students in a way that they are adapted to. "It gives them active control of their learning in the palm of their hands" (Betsy Redd, 2011). Bonnstette and VanOverbeke (2012) believed "The elementary classroom builds the basis for the content areas and the future success of students. From writing creative stories to fact mastery in mathematics, apps provide an engaging and interactive platform for learning." Tan and Liu proposed mobile learning environment-MOBILE for assisting instruction and assessment in elementary school. They introduced the mobile learning system to manage all learning activities and the mobile learning tools (m-Tools) to execute learning activities for elementary students in and outside the classroom. The experiment conducted by them was promising that it enhanced students' learning interest and motivation with the help of MOBILE.
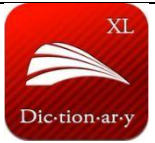
Table 2: Apps for Secondary Learners

LOGO	NAME OF THE APP	SYSTEM	SKILL	PAID/ UNPAID
	Rosetta Stone	iOS / Android	Vocabulary Acquisition	Free
	FluentU	iOS Android	Speaking, Vocabulary Acquisition.	Paid
	MindSnacks	iOS	Vocabulary Acquisition.	Paid
	Memrise	iOS /Android	Vocabulary	Free
	Open Language	iOS /Android	Speaking	Paid
	Busuu	iOS / Android	Speaking	Paid
	Duolingo	iOS /Android	Vocabulary	Free
	Magoosh English Video Lessons	iPhone, iPad, and iPod touch	Grammar	Free
	Supiki English Conversation Speaking Practice	iPhone, iPad, and iPod touch	Speaking	Paid

Tertiary Learners: Tertiary level learners include college students and adults group of learners. With the accelerated development of Apps about learning English and the popularization of mobile devices among college students, students have become increasingly interested in the learning benefits that apps on mobile devices bring. According to the relevant research, the Mobile-Assisted Language Learning (MALL) can not only enhance students' English ability but also increase students' learning

motivation. Seemingly, it is helpful and efficient for college students using mobile devices to learn English by themselves (Liu & Xuan He, 2014).The rapid development of app technologies has made these English learning apps have the capability to integrate different media, for example, text, picture, animation, audio and video can be integrated in order to create a multimedia instructional material, as well as prompt students' interest in studying.There are a lot of apps referring to learning English for college students who have an easy access to these resources and materials. But the reality is that the App market is like a jungle. There is too much software for college students to choice and use. Obviously, there is a lack of recommendation about relevant apps and suggestions about how effectively to use them to learn English (Liu & Xuan He, 2014). This paper can aid these learners to overcome the problem of choosing the right app for learning.

Table 3: Apps for Tertiary Level Learners

LOGO	NAME OF THE APP	SYSTEM	SKILL	PAID/ UNPAID
	Sounds Right	iOS, iPad	Enhances the articulation and pronunciation of vowels and diphthongs.	Free
	WordBook XL – English Dictionary & Thesaurus for iPad	iPhone and iPad	Enhances the vocabulary acquisition.	Paid
	Speech Tutor	iPhone, iPad, and iPod touch.	It helps the learner in pronouncing specific letters and phonemes.	Paid
	English Podcast for Learners	Android	Nurture speaking, listening skills through audio.	Free
	Voxy	iOS and Android.	It connects learners with native English speakers to learn English and also through	Free

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			games.	
	English Listening and Speaking	iOS and Android.	By conversational stories and transcripts, along with word chain games it helps the learners to identify and assess pronunciation.	Free
	Exam Vocabulary Builder	iPhone, iPad, and iPod	Vocabulary Acquisition through illustrative sentences which helps Learners to understand how each word is used in context	Free
	Learn English with busuu.com!	iPad, iPhone.	Vocabulary Acquisition, Grammar Learning	Free
	Sentence Builder for iPad	iOS, iPad.	Helps the learners to frame sentences without a grammatical error.	Paid
	Learn English, Speak English - Conversation Course with Free Video Lessons - Speaking Pal	Phone, iPad, and iPod touch.	Helps the learner to speak in English with a video character.	Free

Choosing and evaluating the most needed website and app

The Internet nowadays is a commonly-used tool for lifelong education in different fields. Its increased availability to individuals and the rise in the amount of time spent online makes it a powerful and suitable source by which to disseminate educational information. Many websites are available and have been designed in order to help

individuals learn and teach the English language. The present study aims at evaluating the English language learning/teaching websites and their contribution for developing the language skills. An evaluation criteria checklist was used to assess them. The study contributes to the literature of websites evaluation. Evaluation, said Steimle (2003:4), is necessary to document the value of a website, to gain information for a website's improvement, and to justify future investment into the website. In addition to studying website utilization, there are three important aspects. These are the content of the website, the way in which the website is delivered, and the usability of the website. The website should meet the needs of its visitors. The necessity of website evaluation has been considered and experienced by some researchers. Shackelford (1999) assessed the strengths and limits of websites. Marton (2000) evaluated the Women's Health Matters Website. Zhang and Von Dran (2000) presented a twofactor model for web site design and evaluation. Andrews (2001) evaluated the Indiana Clearinghouse for Citizenship and Character Education's Web site. The paper finds that the format is simple and excellent, easily accessible and navigable. Weis (2001) evaluated websites for history teachers. Dragulanescu (2002) assured that it is necessary to critically assess the quality of websites and to determine the 3 extent to which they meet our needs and requirements. Howitt et. el. (2002) developed a rating instrument for assessing UK general practice websites, and evaluated them critically. Jenkins and Robin (2002) examined evaluation of an educational website .Van Asten, Pieters, G. and Joos, S. (2003) evaluated the quality of information on Dutchlanguage websites relating to depression. Goolkasian, Wallendael and Gaultney (2003) evaluated a web site in cognitive science. England and Nicholls (2004) examined an evaluation of the quality of websites. Morrison, Taylor and Douglas (2004) reported on the past, present, and likely future of one of the recommended approaches for evaluating tourism and hospitality Websites. Murphy et al (2004) carried out an evaluation of web-based information. Shchiglik and Barnes (2004) evaluated website quality in the airline industry. Miller, Adsit and Miller (2005) evaluated the Importance of common components in school-based websites. Tsai and Cai (2005) tackled the development and validation of an evaluation questionnaire for nursing

websites. A total of 24 websites in the United States and Taiwan, including websites in 13 leading schools and 11 hospitals, were selected as test websites. Beldona and Cai (2006) carried out an exploratory evaluation of 50 rural tourism websites in the United States. Fried (2006-2007) studied the reflections on the Implementation of a course website maintained by multiple faculty members: its analysis, development, sustainability, and evaluation. Buyukozkan and Ruan (2007) presented a framework of website quality evaluation for measuring the performance of government websites. In his article, Kral (2007) discussed several guidelines for library media specialists to teach students about the necessity of web site evaluation. Seock and Chen-Yu (2007) examined website evaluation criteria among college student consumers in the US. 4 In the field of foreign language learning and teaching, there are some related studies. Gottwald (2002) summarized the content of existing websites devoted to second language research and indicates areas that need to be improved. Kung and Chuo (2002) investigated the potential role of English-as-a-Second/Foreign-Language (ESL/EFL) websites to supplement in-class instruction. Murray and Reagan (2003) discussed resources for students and teachers and provided a list of English-as-a-Second-Language textbook companion websites. Rifkin (2003) presented standards for assessing language-learning software and Web sites. Nicholas, Debski and Lagerberg (2004) devised a system for students to practice spelling individually through an online tool, which tests for the students' performance on individual rules of spelling. Susser and Robb (2004) evaluated ESL/EFL Instructional web sites. Smidt and Hegelheimer (2004) investigated how authentic web-delivered video can inform ESL online instruction and enhance the incidental acquisition of vocabulary and listening comprehension. Kongrith and Maddux (2005) studied the online Learning and second-language acquisition. Hampel and Stickler (2005) outlined a framework for tutor training, starting with a brief overview of benefits and challenges for online language tutors. Simpson (2005) investigated the learning that happens in the synchronous text chat forum of on online group of English Language learners and tutors. Hampel (2006) discussed a framework for the development of tasks in a synchronous online environment used for language learning and teaching. Shield and

Kukulska-Hulme (2006) investigated the usability of e-learning websites, focusing on the example of foreign language learning. Son (2006) reported the results of a study that examined an online discussion group established for a computer-assisted language learning (CALL) course and investigated patterns of interactions generated through the online discussion and participants' attitudes toward 5 the computer-mediated communication (CMC) activity. Yip and Kwan (2006) reported a study of the usefulness of online games in vocabulary learning for some undergraduate students. Furukawa et. al. (2007) described how the SSS (Start with Simple Stories) Website supported individual learners to improve their communication skills in English through extensive reading. Zapata and Sagarra (2007) examined the effects of an online workbook and a paper workbook on L2 vocabulary acquisition.

All in all, Mobile devices like smartphones, iPads, iPods, and laptops have become part of our daily lives. Self-regulated learning can be developed by transforming these devices usage for learning the language. The future research can include how mobile apps can be studied with the perspective of self-access learning. Students choose what they will learn, how they will learn, and decide for themselves how they will assess their own learning. Through self-access learning, the students can determine when and where to learn with the use of online resources. Another suggestion for future work can be that which age group can handle the technology better based on the activities that are designed. The third can be in dealing with off-line mobile apps in poor economic countries. Many countries around the world are underdeveloped and economically poor, such countries cannot afford or implement the mobile devices effectively in education. The off-line apps can help to uplift the students' learning of these countries. The final suggestion for future research can focus on the teacher's anxiety in the use of mobile tools in teaching the English Language. Teachers have to overcome the challenges in implementing technology for effective teaching of the language.

Discussion questions:

1. What are good teaching tools?
2. What is digital learning tools?

3. What are the best apps for teachers?
4. What are the formative assessment tools?
5. What do you mean by tools of learning?
6. What are educational tools?
7. Why are apps better than websites?
8. Should I make an app or a website?
9. What is the difference between a website and an app?
10. What is one of the major benefits of a mobile app over a website?
11. What is the best free language learning site?
12. What is the best website for learning a language?
13. How do I create a language learning website?
14. Where can I learn a language online for free?

V. KEYSLAR BANKI

Situation 1. You are a Technical assistance specialist (such as Genuis) and had to explain IT-illiterate customers the steps they must take to troubleshoot a laptop. It is easier to design a simple troubleshooting chart than explaining every occasion separately, so that making a telephone call or video-chatting is the last resort for the most complicated situations. Troubleshooting chart looks like below. Your task is to continue the Problem and Solution section adding at least 15 more items and matching them correctly with "●" mark.

Troubleshooting chart for laptop

Problem		Solution							
		Check power cable	Check if battery properly connected	Check if there external drive	Check if power button pressed	Check if there is an obstacle	⋮	⋮	⋮
	Device won't turn on	●	●		●				
	Device won't boot				●				
	Device beeping on power on		●						
	"No booting device found" error			●	●				
	Cd-drive won't open				●	●			
	…								

Instructions: Learners may add in Problem items section the cases they have come across or experienced, found solution with the help of somebody or by themselves.

Practical application: This kind of charts may be applied to troubleshoot devices or equipment as well as other problematic occurrences besides IT. For example, why is certain student having trouble in acquisition of certain material?

Result: In most traditional courses, there are problems occurring with student's equipment such as not connecting to Wi-Fi or not loading a specific application, where they interrupt the flow of lecture or lesson to engage the instructor with these

problems. Making up charts as above help students apply every possible solution to solve their equipment problem, rather than stealing lesson time.

Situation 2. You are a CEO of a scientific R&D institution (that possibly deals with language learning), consisting of departments described as below. If there is a necessity of designing business processes for every department in order to accelerate the typical workflow, what kind of tasks should be computerized? Propose at least 5 tasks for each department involving IT services that would ease off some typical tasks (and give more time for creativity for departments).

#	Department	Typical duties	Your proposal to computerize tasks
1	Foreign Experience Dept.	-Studying foreign methods of learning languages -Finding partners in foreign countries to cooperate	1) Using skype or videoconferencing with foreign partners 2) … 3) …
2	Standardization Dept.	-Conducting R&D on educational standards -Proposing standards enhancement -Publishing standards and requirements	1) Using World ISO information system to study standards 2)… 3) …
3	Materials Design Dept.	-Conducting R&D on educational materials design -Forming curriculum for learners	1) … 2) … 3) …
4	Testing Dept.	-Forming IELTS/TEFL type tests adapted for different stage learners -Studying different testing systems	1) … 2) … 3) …
5	Accounting Dept.	-Assigning budgetary funds for conducting R&D -Managing budget and salary	1) … 2) … 3) …
6	HR Dept.	-Managing HR records -Managing contractual procedures	1) … 2) … 3) …

		-Hiring/Dismissing staff	
7	IT Dept.	-Managing and maintaining IT Infrastructure of institution -Studying possibilities of implementing IT into company tasks	1) … 2) … 3) …
8	Monitoring Dept.	-Monitor and assess each department activities -Manage incoming/ outgoing correspondence	1) … 2) … 3) …

Instructions: Students should search web if they are not familiar with the activities that departments are conducting. Adding unsophisticated tasks such as "Use HR software" for HR Department is not acceptable.

Practical application: This type of planning gives the clear idea to learners how IT may be applied to accomplish different tasks (not only for word processing, presenting, printing). It may be useful for the occasions of managing (or creating) projects, to formulate the general idea of computerization.

Result: The course participants have different professional background, most of them not familiar with the typical tasks of their respective institution's respective departments. This situational case gives them an opportunity to project and measure what can be done to computerize their institution.

Situation 3. You are a concerned parent of middle school (age 14-17) child(ren). You want to educate your child so that he is able to accomplish his school tasks and personal development using the IT gadgets. The list of gadgets is given below. Due to your budget limitations, you can only choose 2 gadgets and you should clearly know for what purposes your child will use it. Check the 2 gadgets with checkmark and write down at least 5 purposes in purposes field.

Gadgets that I want to buy for my children

chk	Gadget or device	Function	For what purpose?
	Desktop computer	Office applications, web browsing, casual gaming	1) To learn how to use Office apps and OS 2) …

	Laptop computer	Office applications, web browsing, Portable	1) To work anywhere 2) …
	Gaming rig	Office applications, web browsing, high-end 3D gaming, video editing, 3D designing	1) … 2) … 3) …
	Tablet (iPad, Galaxy Note 10.1)	Web-browsing, planning, social networking, taking photos or videos, reading books, casual gaming	1) … 2) … 3) …
	Smartphone	Voice calls, messaging, web-browsing, social networking, taking photos or videos, casual gaming	1) … 2) … 3) …
	Gaming console (PlayStation, Xbox)	High-end 3D gaming, multiplayer social networking, watching HD videos	1) … 2) … 3) …

Instructions: Students must search web if they are not familiar with some gadgets or devices. The purpose field should not copy functionality, instead there should be written clear educational purposes.

Practical application: A lot of people never use their gadgets or device for its full potential, so there is a lot of possibilities remain uncovered. Watching a newly-released gadget commercial, we want it, but do we really need it? This situational case helps to understand the purposes for which we need gadgets.

Result: The students will become more considerate of using their existing devices or buying new ones. This situational case not only help using devices for its full potential, but warn them of their undesirable side-effects for the children.

V. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ:

1. "10 things you didn't know about…" мавзусига инфографик тақдимот материали тайёрлаш.

a) Тақдимот 1 дона слайддан иборат бўлади,

b) Исталган соҳага таалуқли 10 та фактни ўз ичига олган бўлади

c) Қизиқарли визуал намойишини акс эттириши шарт.

2. Анкета ва тестлар тайёрлаш

a) Google Forms'дан фойдаланган ҳолда 10 та саволдан иборат анкета тайёрлаш, анкетада ҳар бир жавоб турларидан фойдаланилган бўлиши керак (Multiple choice, Checkbox, Dropdown, Multiple row, Marking),

b) PollMaker'дан фойдаланган ҳолда 15 та саволдан иборат интерактив онлайн тест тузиш, тест натижасини баҳолаш мантиқини ишлаб чиқиш.

VI.GLOSSARY

Термин	Инглиз тилидаги шарҳи
Achronous conferencing	computer-mediated communication, collaboration and learning, to describe technologies where there is a delay in interaction between contributors. It is used in contrast to synchronous conferencing, which refers to various "chat" systems in which users communicate simultaneously in "real time".
Blended learning	A learning model that combine traditional classroom practice with e-learning solutions.For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. Or a Web-based training course can be enhanced by periodic face-to-face instruction."Blendingwas prompted by the recognition that not all learning is best achieved in an electronically-mediated environment, particularly one that dispenses with a live instructor altogether. Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional and delivery methods.This method is very useful in education/etc.
Blog (web blog)	A blog (shortening of "weblog") is an online journal or informational website displaying information in the reverse chronological order, with latest posts appearing first. It is a platform where a writer or even a group of writers share their views on an individual subject.
Browser	a computer program with a graphical user interface for displaying HTML files, used to navigate the World Wide Web.
Cursor	Each one of the forms that a morpheme can take. For a movable indicator on a computer screen identifying the point that will be affected by input from the user.
Destkop	an area or window on a computer screen in which icons are arranged in a manner analogous to objects on top of a desk
Drop-down menu	a list of choices that appears on a computer screen when a person clicks on the menu's title
E-learning	e-learning is a computer based educational tool or system that enables you to learn anywhere and at any

	time.
E-porfolio	An ePortfolio is an evolving electronic/online resource that acts to record, store and archive the artefacts of learning and reflection for an individual learner
Flash drive	a data storage device that uses flash memory
Hardware	The actual machinery , such computer and printer
Icon	a graphic symbol on a computer display screen that represents an app, an object (such as a file), or a function (such as the command to save)
Log on	to establish communication and initiate interaction with a computer or system
Log off	to terminate a connection with a computer or system
Lurking	Reading messages in online discussions without contributing in it
Menu	a list shown on the display of a computer from which a user can select the operation the computer is to perform
RAM (Random-access memory)	a form of computer memory that can be read and changed in any order, typically used to store working data and machine code
Search engine	a web-based tool that enables users to locate information on the World Wide Web.
Software	a collection of data or computer instructions that tell the computer how to work. This is in contrast to physical hardware, from which the system is built and actually performs the work.
Synchronous conferencing	is the formal term used in computing, in particular in computer-mediated communication, collaboration and learning, to describe technologies informally known as online chat.
URL (uniform resource locator)	an address of a resource on the Internet. A URL indicates the location of a resource as well as the protocol used to access it.
Wiki	a knowledge base website on which users collaboratively modify content and structure directly from the web browser.
Zip	A way of compressing files, typically used to reduce the sizes of large files

VII. FOYDALANILGAN ADABIYOTLAR RO'YXATI

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