O’ZBEKISTON RESPUBLIKASI
OLIY VA O'RTA MAXSUS TAHLIM VAZIRLIGI

OLIY TAHLIM TIZIMI PEDAGOG VA RAHBAR KADRLARINI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISHNI TASHKIL ETISH BOSH ILMIY - METODIK MARKAZI

O’zDJTU HUZURIDAGI CHET TILLARINI O’QITISHNING INNOVATSIYAVIY METODIKALARINI RIVOJLANTIRISH RESPUBLIKA ILMIY-AMALIY MARKAZI

TEXNOLOGIYAGA ASOSLANGAN TIL O’QITISH

Toshkent-2021

Modulning ishchi dasturi Oliy va o'rta maxsus, kasb-hunar ta'limi o'quv-metodik birlashmalari faoliyatini Muvofiqlashtiruvchi kengashining 2020 yil 7 dekabrdagi 648 -sonli buyrug'i bilan maqullangan o'quv dasturi va o'quv rejasiga muvofiq ishlab chiqilgan.

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O'quv-uslubiy majmua O'zRIAIM Ilmiy- metodik Kengashining 2020 yil 25 dekabrdagi 10 - sonli qarori bilan nashrga tavsiya qilingan.

MUNDARIJA

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Kirish

Dastur O’zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi “O’zbekiston Respublikasini yanada rivojlantirish bo’yicha Harakatlar strategiyasi to’g’risida”gi PF-4947-son, 2019 yil 27 avgustdagi “Oliy tahlim muassasalari rahbar va pedagog kadrlarining uzluksiz malakasini oshirish tizimini joriy etish to’g’risida”gi PF-5789-son, 2019 yil 8 oktyabrdagi “O’zbekiston Respublikasi oliy tahlim tizimini 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash to’g’risida”gi PF-5847-son va 2020 yil 29 oktyabrdagi “Ilm-fanni 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash to’g’risida”gi PF-6097-sonli Farmonlari hamda O’zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrdagi “Chet tillarni o’rganish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi PQ-1875-son hamda O’zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 23 sentyabrdagi “Oliy tahlim muassasalari rahbar va pedagog kadrlarining malakasini oshirish tizimini yanada takomillashtirish bo’yicha qo’shimcha chora-tadbirlar to’g’risida”gi 797-sonli qarorlarida belgilangan ustuvor vazifalar mazmunidan kelib chiqqan holda tuzilgan bo’lib, u oliy tahlim 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.

Hozirgi davrda “Texnologiyaga asoslangan til o’qitiш” moduli 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 “Texnologiyaga asoslangan til o’qitish” axborot-kommunikatsiya texnologiyalari va ulardan chet tilini o’rganishda foydalanish asoslarini o’zida mujassamlashtirgan bo’lib, unda turli kompyuter qurilmalari bilan ishlash, sohaga oid axborotni qayta ishlash usul va vositalari, zaruriy dasturiy ta’minotlar, turli ko’rinishdagi hujjatlar, grafika, audio va video materiallarni tayyorlash va ishlov berish, Internet tarmog’i va undan foydalanish ko’nikmalari, mulьtimedia tizimlari uchun dasturiy vositalar, chet

tillarini o’rgatishda mulьtimediani qo’llash, chet tilini o’rganishda turli kompyuterli usul va vositalardan foydalanish kabi bilim va ko’nikma hosil qilishga yo’naltirilgan materiallar aks etirilgan. Unda modulni o‘zlashtirishni nazorat qilish hamda baholashning ko‘rsatkich va mezonlarini belgilashda ham rivojlangan mamlakatlar metodikasi jumladan, Buyuk Britaniyaning NILE univetsiteti metodikasidan foydalanildi.

Bundan tashqari mashg‘ulotlarni olib borishda hozirgi paytda katta ahamiyat kasb etib borayotgan ilg‘or 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 bo‘lganidek, ta'lim tizimida ham namoyon. AKTning til o‘rganishga tadbiq etilgan uning ta'lim tizimida namoyon bo‘lishining yaqqol misollaridan biridir. AKT va til o‘rganish soxalari o‘zaro bir-birlarining rivojiga zamin yaratishini nazarda tutadigan bo‘lsak,AKTning til o‘rganish tizimidagi integratsiyasi tabiiy hol hisoblanadi.

Fanning maqsadi – tinglovchilarga zamonaviy axborot- texnologiyalari asoslari bilan tanishtirish, erishilgan yutuqlar va axborot texnologiyalarining imkoniyatlari mohiyatini tushuntirish va ularni amalda tatbiq etish ko’nikmasini hosil qilishning nazariy va amaliy tomonlarini o’rganishga yo’naltirilgan.

Fanning vazifasi - tinglovchilarni 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 mohiyati, o’zlashtirishni nazorat qilishda AKTni qo’llash usul va vositalari,

CEFR talablari bo’yicha matn qiyinlik darajasini aniqlash, e-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 mahlumotlarini Internet tarmog’idan 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.

“Texnologiyaga asoslangan til o’qitish” modulini o’zlashtirish jarayonida amalga oshiriladigan masalalar doirasida **tinglovchi:**

- til o’qituvchilari uchun matn va taqdimot dasturlarini;
- Mavjud tijorat va bepul dasturlar asosida multimedia materiallarini yaratish va ulardan foydalanish xususiyatlarini;
- til o’rganish samaradorligini oshirishda zamonaviy axborot texnologiyalaridan foydalanish usul va vositalarini bilish;
- Raqamli texnologiyalarning imkoniyatlari va muammolarini;
- Blended (aralash) ta’limda auditoriya va undan tashqarida texnologiyaning o’rni;
- til o’rganish uchun Smart-o’qitish turlari va vositalari;
- til o’rganish va o’qitishda multimediadan samarali foydalanishni;
- grafik axborotlarga ishlov berishning zamonaviy vositalari haqida **bilimlarga** ega bo’lishi;

Tinglovchi:

- o’quv animatsion lavhalarni 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

“Texnologiyaga asoslangan til o’qitish” moduli nazariy va amaliy mashg‘ulotlar shaklida olib boriladi.

Modulni 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.
- Modulni o`zlashtirishda darslik va o`quv qo`llanmalar, ma’ruza va amaliy mashg’ulotlar ishlanmalari, tarqatma materiallar va elektron materiallardan foydalaniladi. Mashg`ulotlarida Aqliy hujum, Tarozi, Bumerang kabi pedagogik texnologiyalaridan, kichik guruhlar musobaqalari, guruhli fikrlash pedagogik texnologiyalarini qo`llash nazarda tutiladi.

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

“Texnologiyaga asoslangan til o’qitish” moduli mazmuni o‘quv rejadagi til va ta’limga integrativ yondashuv: Post-metod davri o‘quv moduli bilan uzviy bog‘langan holda pedagoglarning til ko‘nikmalarini talab darajasida qo‘llay olish malakasini orttirishga xizmat qiladi.

Modulning ilm-fan va ishlab chiqarishdagi o’rni

Modulning ilm-fan va ishlab chiqarishdagi o’rni zamonaviy axborot-kommunikatsiya texnologiyalari respublikamizning barcha sohasiga kirib borgan va sohalar faoliyatida muhim o’rin tutadi. Barcha soha vakillari ish faoliyatlari samaradorligini belgilovchi omillardan biri bu axborot texnologiyalari usul va vositalari hisoblanadi. Shu boisdan ham “Texnologiyaga asoslangan til o’qitish” moduli til o’rganish sohasida faoliyat olib boruvchilar uchun axborot texnologiyalarining turli vositalaridan keng foydalanishda muhim rol o’ynaydi.

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.	Effective use of multimedia in language learning and teaching	2	2		
2.	Text and presentation programs for language teachers.	2		2	
3.	Core skills for the Internet, such as searching, creating and evaluating web pages; communicating through forums, conferencing etc.	2		2	
4.	Working with podcasts. The experience of reading and writing with web-technologies as wikis and	2		2	

	blogs				
5.	Opportunities and challenges of digital technologies.	2		2	
6.	Creating and using web pages and web platforms effectively.	2		2	
7.	The role of technology in the audience and beyond in blended learning.	2		2	
	Jami	**14**	**2**	**12**	

O’quv materiallar mazmuni

1. Mavzu: Mavjud tijorat va bepul dasturlar asosida multimedia materiallarini yaratish va ulardan foydalanish xususiyatlari.

2. Mavzu: Til o’qituvchilari uchun matn va taqdimot dasturlari. Til korporasiga kirish, moslikni ishlatish va matnni tahlil qilish dasturlaridan auditoriyada qo’llash uchun til materiallarini yaratish.

3. Mavzu: Internetni qo’llashda asosiy ko’nikmalar: forumlar, konferentsiya va hokazolar orqali bog’lanadigan veb-sahifalarni qidirish, yaratish va baholash.

4. Mavzu: Podkastlar bilan ishlash, Vikilar va bloglar kabi veb-texnologiyalarda o’qish va yozish tajribasi. Dars rejalari, elektron o’quv materiallari, veb-sayt dizayni kabi kichik masshtabdagi loyihalarni yaratish va bajarish vositalari.

5. Mavzu: Raqamli texnologiyalarning imkoniyatlari va muammolari.

6. Mavzu: Veb-sahifalar va veb-platformalarni yaratish va ulardan samarali foydalanish.

7. Mavzu: Tillarni o’qitishda blended (aralash) ta’lim. Blended (aralash) ta’limda auditoriya va undan tashqarida texnologiyaning o’rni. Til o’rganish va o’qitishda multimediadan samarali foydalanish. Aralash ta’limda mashq, vazifa va loyihalar.

Amaliy mashg’ulotlarni tashkil etish bo’yicha ko’rsatma va tavsiyalar

Amaliy mashg’ulotlarini o’tkazishda quyidagi didaktik tamoyillarga amal qilinadi:

- ✓ amaliy mashg’ulotlarining maqsadini aniq belgilab olish;

✓ o’qituvchining innovatsion pedagogik faoliyati bo’yicha bilimlarni chuqurlashtirish imkoniyatlariga talabalarda qiziqish uyg’otish;

✓ talabada natijani mustaqil ravishda qo’lga kiritish imkoniyatini ta’minlash; talabani nazariy-metodik jihatdan tayyorlash;

✓ amaliy mashg’ulotlari nafaqat aniq mavzu bo’yicha bilimlarni yakunlash, balki talabalarni tarbiyalash manbai hamdir.

Dasturning axborot-metodik ta’minoti

Modullarni o’qitish jarayonida ishlab chiqilgan o’quv-metodik materiallar, tegishli soha bo’yicha ilmiy jurnallar, Internet resurslari, mulьtimedia mahsulotlari va boshqa elektron va qog’oz variantdagi manbalardan foydalaniladi.

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 UniversityTeaching 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: EFFECTIVE USE OF MULTIMEDIA IN LANGUAGE LEARNING AND TEACHING

Plan:

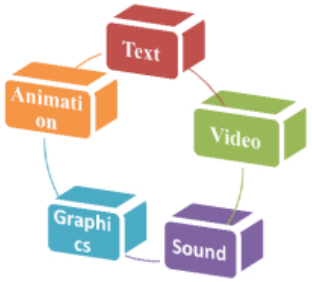
- Basic elements of multimedia learning environment
- The use of multimedia technology in teaching
- Advantages of the use
- Disadvantages of the use
- Recommendations
- Conclusion

Keywords: English language teaching, multimedia technology, communicative competence, interaction

Basic elements of multimedia learning environment

Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.

A Basic elements of multimedia learning environment



The use of multimedia technology in teaching

As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development" (Young and Bush 2), but the majority of teachers still teach in the traditional manner. However, this paper does not claim that none of these traditional manners are bad or damaging the students. In principle, they are proving to be useful even today. There are many opportunities for students to gain confidence in learning English who learn the language for more than just fun. For them, to keep pace with English language teaching and gain more confidence, they have to stride into the world of multimedia technology. Here, multimedia technology refers to computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video and sound. The twenty-first century is the age of globalization and information technology as Harry Samuels argues, “Much more recent developments in social media and information technology are taking foreign-language education in new directions" (19). English is one of the important mediums of communication in the world, so it is important to learn the language. As a result, English language teaching has been one of the important subjects in education. In fact, there are more non-native than native speakers of the language. There is also the diversity of context in terms of learner’s age, nationality, and learning background that has become an important feature of English language teaching today. With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Elaborating on the scope of technology, Rana argues, "Educational institutions all across the globe have already started implementing technology in education, and Nepal also needs to understand that there's no way to stop the

evolution of technology; and rather than working on ways to separate technology from education, we rather need ways to combine them" (12). Thus, technological innovations should go hand in hand with the growth of English and change the way in which we communicate. In fact, the growth of the Internet has facilitated the growth of the English language. In this sense, computers are no longer the exclusive domains of a few individuals, but rather they are available to many. As the English language teaching models change rapidly, there has been a significant growth of literature regarding the use of technology in English language teaching. These literatures unequivocally accept technology as the most essential part in teaching. Such a tendency has emphasized on an essential role of technology in pedagogy in which technology has been dominant over the teachers. As a result, if we ignore technological developments, the teachers will never be able to catch up with the new trend, irrespective of our discipline or branch. Here, Rana says, "Teachers need to stop following the same old ways of teaching and experiment and acknowledge that the world is changing and we need education that augments that change" (12). For this reason, it is important for language teachers to be aware of the latest and best equipments and to have all information of what is available in any given situations. Teachers can use multimedia technology to create more colorful and stimulating language classes. There are many techniques applicable in various forms to English language teaching situations that now threaten "to undermine the classroom completely as a place of study" (Motteram 2). Some are useful for testing and distance education; some for teaching business English, spoken English, reading, listening or interpreting. The principle of teaching should be to appreciate new technologies without taking over the role of the teacher and without limiting the functions of traditional teaching methods. There are various reasons why all language teachers and learners must know how to make use of the new technology. Most importantly, the new technologies have been discovered and disseminated so quickly that we cannot avoid their attraction and influence on all of us: both teachers and learners, even both native and non-native speakers of English.

ADVANTAGES OF THE USE

As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computerassisted learning strategies. The students are surrounded by technology and this technology can provide interesting and new approaches to language teaching because "the use of technology for teaching and learning is moving their institution in the right direction" (Healey et. al. 17). In this way, the teachers of English can take full advantage of technology to teach English in the non-native speaking countries.

The following are some of the important advantages of the use of multimedia technology:

Motivates Students to Learn English the traditional teaching methods are unpopular and less effective in the English language classrooms. Now, multimedia technology, ith the help of audio, visual and animation effects, motivates the students to learn English quickly and effectively. In this connection, Rana says, "We also need to take into account that as human beings, we're very visual beings, that what we see tends to affect our judgement more, and technology helps in bringing that visual aspect to education. Who here would prefer a lecture class over a presentation?" (12). It makes an easy access to information regarding the culture of the target language. With such features as abundant-information and crossing time and space, multimedia technology creates a real-life or native speaking country context for English language teaching, which greatly cultivates students' interest and motivation in learning the language.

Develops Students' Communicative Competence. It is hard to achieve the goal of learning English language through the traditional teaching because it hampers the students' capacity to understand the structure, meaning and function of the language. Such teaching method makes the students passive recipients of knowledge. But, now, multimedia technology has been a great help to integrate teaching and learning and provides the students greater incentives, carrying for

"students' future competitiveness at the workplace" (Healey et. al. 11). The teachers' instructions lead to the students' thought patterns and motivate the students' emotions. To Suleyman Nihat Sad, the utilization of multimedia technology "breaks the monotony of traditional class teaching and is enjoyable and stimulating" (35). For example, the use of PowerPoint template activates students' thinking and the capacity to comprehend the language. Its audio and visual effects help them to transform English learning into capacity cultivation. It creates a positive environment for the classroom activities such as group discussion, subject discussion and debates, which can offer more opportunities for communication among students and between teachers and students. Thus, multimedia technology encourages students' positive thinking and communication skills in learning the language.

Widens Students' Knowledge about the Culture of English. The use of multimedia technology, "connected to the target culture" (qtd. in Ren et. al. 235), offers the students with more information than textbooks, and helps them to be familiar with cultural backgrounds and real-life language materials, which can attract the students to learning. The learners not only improve their listening ability, but also learn the culture of the target language. Having the abundant information through the use of multimedia technology, the students can be equipped with knowledge about the culture of the target language. This brings about an informationsharing opportunity among students and makes them actively participate in the class activities that help the students to learn the language more quickly and effectively. Improves Teaching Efficiency Using multimedia technology in the language classrooms improves teaching contents and makes the best of class time. It breaks the teacher-centered traditional teaching method and fundamentally improves the teachers' teaching e! ciency and has become "central to language practice" (Motteram 5). For large classes, it is difficult for the students to have speaking communication, but the utilization of multimedia sound laboratory materializes the face-to-face teaching. The traditional teaching techniques only emphasize on teachers' instruction and provide limited information to the students. But multimedia technology goes beyond time and space, and creates more real-life

environment for English teaching. It stimulates students' initiatives and economizes class time, providing more information to the students.

Enhances Interaction among Students and between Teachers and Students. Gary Motteram is one the scholars to work on the effectiveness of technological use in the language classrooms. He says that it is still "the case that most teachers work in physical classrooms and looking at ways that these spaces can be augmented with digital technologies is a very good starting point" (7). In fact, multimedia technology in teaching focuses on the active participation of students, and enhances the importance of interaction among students and between teachers and students. One of the main uses of multimedia technology in the classrooms is to improve students' ability to listen and speak, and thereby develop their communicative competence. In this process, the teacher's role as a facilitator is particularly prominent. The utiliza tion of multimedia technology can create a context for the exchange of information among students and between teachers and students, emphasizing "student engagement in authentic, meaningful interaction" (Warschauer 2). This opportunity improves on the traditional classroom teaching model. In doing so, the teachers in the classrooms no longer force the students to receive the information passively.

Creates a Conducive Teaching Environment in the Classrooms. The use of multimedia technology in the classrooms creates a favorable environment for language teaching. Highlighting the importance of its use, Healey et. al. say, "Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will bene! t from appropriate use of technology to help learners achieve their goals" (17). This technique makes the language class lively and interesting, motivating the students to participate in the classroom activities. Multimedia technology has its own features such as visibility and liveliness that produce special effects on the participants. While teaching English language through it, the sounds and pictures can be set together that enhance the active participation of both teachers and students. The teachers can show pictures and images of native speaking situations to enrich the sharing of information effectively. They also

imagine different contexts while preparing for the lesson. In the similar way, using the multimedia technology, the students in the class can receive abundant information about the language clearly. Thus, using multimedia technology in English language teaching is effective in cultivating students' interest in learning, improving the teachers' interest in teaching.

Provides Opportunities for English Teaching outside the Classrooms. Teaching English with multimedia technology is fexible that focuses on "how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom" (Healey et. al. 2). This means that multimedia technology provides opportunities to have English teaching not only within the classroom situations, but also outside the classroom situations. It creates a multimedia language environment for teaching English. Teaching should be handled by the teachers but it should be student-centered, which is one of the principles of good language teaching. Sometimes, the students' problems are addressed in the classroom teaching, but other times they should be handled outside the classroom contexts, which is "usually carried out using asynchronous tools, such as e-mail or conferencing systems" (Warschauer 4). In such circumstances, the students can take the advantage of multimedia technology, contacting the teachers through internet and having their problems resolved thereby.

DISADVANTAGES OF THE USE

There are many disadvantages of using multimedia technology in English language teaching despite it has facilitated the language teachers to improve their efficiency in teaching. The following are some of the disadvantages that this study has found in the context of non-native speaking countries:

Emphasis on the Supplementary of Effective Teaching. The use of multimedia technology is a supplimentary tool for English language teaching, not an end in itself as the blackboard is "supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs" (Warschauer 2). If the teachers are totally dependent on

multimedia devices during their teaching, they may turn into slaves to multimedia technology and cannot play the key role as a facilitator to the students. In practice, many teachers are active in using multimedia technology, but they are not proficient enough to handle it properly. If the teachers stand by the computer all the time and students are just concentrating on the screen, the teachers cannot have the direct eye contact with the students. the development of multimedia technology in the language classrooms is considered effective and many benefits of the traditional teaching model have been forgotten. Therefore, the teachers should understand that the multimedia technology should be used as a supplementary instrument rather than a target. For example, "Electronic communication within a single class might be viewed as an artificial substitute for face-to-face communication" (Warschauer 4). It should be considered and used as a tool for effective teaching and learning.

Lack of Communication between Teachers and Students. It is important that there should be a lot of communicative activities in the language classrooms. The teachers should teach the students on how to pronounce certain words, to comprehend the sentences, to improve thought patterns and to express what they have learned. Though the use of multimedia technology in the language classrooms enhances the interest of the students through audio, visual and textual effects upon the students, it lacks interaction among the students and between teachers and students. For example, Healey et. al. claim, "teachers used pen pals before they had access to keypals, print magazines and newspapers before they had online news, and work in groups face to face before they collaborated in virtual worlds" (17). In fact, it replaces the teachers' voice by computer sound and teachers' analysis by visual image. Thereby, the students will have a very limited time for speaking communication. The sound and image of multimedia technology affect the students' initiative to think and speak. The English language class turns into a show case and the students are considered only as viewers rather than the active participants in the classrooms.

Lack of Real-Time Teaching. Language teaching requires lots of discussion formed through questions and answers between teachers and students. The teachers

ask real-time questions and guide the students to think, and to build up their capacity to give the answers. For example, "students need to be given maximum opportunity for authentic social interaction" (Warschauer 3). However, the teachers, with the help of multimedia technology, prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the students become unable to give feedback to their teachers. It ignores the spontaneity in the students' mind that includes students' thinking, strengthening their learning capacity and solving problems. Thus, the cultivation of students' thinking capacity should be the major objective in teaching and using of multimedia technology. The students should be given opportunities for thinking, analyzing and exploring their own world.

Loss of Students' Logical thinking. The use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away. In fact, the process of acquiring knowledge goes through perceptual stage and then rational stage, "developing critical thinking and autonomous learning while maximizing beneficial interactions" (Healey et. al. 9). So the teachers should understand that knowledge of something from perceptual recognition to rational apprehension is very important in the students' learning process. So if the students only perceive the images and imagination shown on the screen, their abstract thinking would be restricted and logical thinking would fade away. Nowadays, the diminishing process of acquiring knowledge has been the major concern for today's students. Because textual words are replaced by sound and image, and handwriting is replaced by keyboard input. Here, again, multimedia technology should be used as an assisting tool for language teaching and should not replace the dominant role of teachers. In addition, it is not a mechanic imitation of teaching rather it integrates the visual, textual display with teachers' experience for effecting English language teaching. In this way, keeping in mind the students' process of acquiring knowledge, the teachers can improve the students' listening, speaking, reading and writing skills of the language.

Expensive Way of Conducting Language Classes. Using multimedia

technology in English language teaching is an expensive way of conducting language classes, which may not be fulfilled (Panthee 39). Keeping this fact in mind, the administrators and policy makers should not only help language teachers realize "the potential benefits of technology, and prompt them to learn to use technology in their teaching," but they should understand "the significant role of technology so they foster the learning process by providing the necessary structure, support, and infrastructure" (Healey et. al. 9). Over time, it tends to result in higher expenses though it will help create more effective education. The language learning programs start with expenses that are related to implementing new technologies in education. The expenses usually entail hardware, software, staffing, and training for at least one networked computer laboratory where teachers and students can come and use it. It is often the case in poorly-funded language classes that the hardware itself comes in through a one-time grant, with little funding left over for software, staff training and maintenance.

RECOMMENDATIONS

Multimedia technology and language teaching have gone hand to hand for a long time and contributed as teaching tools in the language classrooms. However, multimedia technology is still a source of fears and insecurity for many teachers everywhere around the world despite the latest developments applicable to language teaching such as websites, blogs, online journals, teaching methodology and so on. In this connection, Deborah Healey et. al. say, "The pace and extent of change in technology for teaching, however, have made it difficult for many teachers, teacher educators, and administrators to know how best to employ computers, other forms of digital technology, and the global interaction enabled by the Internet in language teaching" (2). So many countries have tried to modernize their equipments, have spent large amount in technology and have proved the positive effects of integrating technology to language teaching. Still, there are many teachers who still have no interest to teach the language with technologies. Here, Rana suggests, "There are many different aspects of technology that hamper education but there are resources that help learning, too" (12). In order to improve the overall situations and make the

language teachers aware of the function of multimedia technology in teaching, the following recommendations have been made:

Teachers Should Play the Leading Role in Teaching. The application of multimedia technology to teaching can make improvements in English language teaching and at the same time has enabled "teachers to re-think what they are doing" (Motteram 7). However, the teachers should play the leading role even if they use multimedia technology. Their position should not be replaced by the computers and other devices. For example, when each lesson is introduced and spoken English is taught, the students can easily improve their listening and speaking skills which the multimedia technology cannot do. Even, the teachers' interpretation during the language teaching should not be overlooked. In principle, English should be used frequently in the language classes in order to improve the students' communicative competence. Multimedia technology in spite of its extraordinary effects in teaching should be an assisting tool for the teachers. So the teachers should determine whether to adopt multimedia technology in English language teaching or not.

Teachers Should Not Consider the Computer Screen as a Blackboard or Whiteboard. It is wrong to consider the computer screen as the blackboard or whiteboard as some teachers do. They have readymade exercises, questions, answers and teaching plans into their computers and display them in the classrooms. They do not have to write anything on the blackboard or whiteboard. The teachers are supposed to create a context for teaching and motivate the students to communicate in English. Focusing on the use of both traditional and modern ways of language teaching, Dincay Koksal says, "We should kill neither the blackboard or the mockingbird. We need blackboards or whiteboards as visual aids and the sound of the mockingbird for relaxation" (68). It is, thus, advised to use the blackboard or whiteboard very o! en in order to bring the traditional and modern teaching methods together. In addition, the experienced teachers know well that a perfect teaching is in their mind. So they should use the blackboard or whiteboard to write questions raised by the students. In this way, the teachers can create a real-life context for effective teaching.

Teachers Should Encourage Students to Use their Own Mind and Speak More. One of the features of using multimedia technology is to cause audio and visual effects that lively display the content of textual materials. Dincay Konsal suggests that "new technologies develop and are disseminated too quickly that we cannot avoid their attraction and influence in any form" (62). This process helps the students to understand the teachers' instruction and information. But only displaying the content of texts through the PowerPoint presentation cannot stimulate the students thinking. In the English communication situations, the teachers have to encourage the students to use their own mind and speak more. In order to use the modernized feature to English language teaching, they should not overuse the technology; rather they should actively join in the class practice.

Teachers Should Use All Possible Teaching Aids and Techniques. Some language teachers tend to depend on entirely on multimedia technology in teaching. But the reality is that multimedia technology cannot be replaced by many other teaching methods. In the similar way, it cannot also replace any other forms of teaching methods. The functions of other traditional forms of teaching instruments are equally important in English language teaching though multimedia technology has its unique advantages in teaching. For example, the tape recorder still plays an important role in playing the listening materials. Thus, the language teachers are supposed to choose from the appropriate teaching instruments according to the requirements of the teaching contexts. However, "In the absence of teachers trained to use technological tools in the classroom, EFL students will be unable to learn English as fast and effectively as they could with technology or as fast and effectively as their fellow students across the globe" (England 399). So, in the non-native English speaking countries, the teachers should integrate multimedia technology with the traditional teaching tools as they can play an important part in the successful English language teaching.

Teachers Should Not Overuse Multimedia Technology. Many teachers believe that the more use of multimedia technology may give the better performance in language teaching. They think that multimedia technology may create better class

environment, may motivate the students to participate in the class, and may help students access to the language materials. Young and Bush say, "With no clear sense of effective technology use, teachers often ignore it altogether or resort to exposing students simply to whatever current software is most available, with little instructional support or curricular connection" (7). In fact, this is wrong to believe that the utilization of multimedia technology would have a magic to English language teaching. Although the students feel some interest in learning, they in reality feel inactive all the time because they are just looking on the screen. This kind of process ignores other skills in the language learning. Practically, if the students are interfered during the language class, they acquire less from the language materials. Though there are many advantages of using multimedia technology in teaching, it should be used as a supplementary instrument for the language teachers. It is essential to apply traditional teaching tools to effectively train the students' communicative competence in the classrooms. Young and Bush suggest that teachers should avoid "the temptation to use technologies without understanding the pedagogical implications of using them" (8). If multimedia technology is utilized properly in teaching, without being overused, the students can be able to make full use of listening and speaking materials and develop their overall language skills. So the language teachers should introduce both traditional teaching instruments and multimedia technology to English language teaching so that the students can have the overall training on their listening, speaking, reading and writing skills.

CONCLUSION

The main purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in the English language. In the non-native English speaking context, this can be a practical way to get them involved in the language learning. To achieve this goal, the language teachers should create a favorable environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they

should be motivated to communicate with each other in English. The process of English learning should be more student-centered and less time-consuming. The language teachers should maintain the students' communicative competence through multimedia technology. In conclusion, the utilization of multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and fulfill an effective result of English language teaching. Despite some disadvantages of using multimedia technology in teaching, multimedia technology can be used effectively in the English language teaching classrooms. Overall, the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology.

Discussion questions:

1. What are the basic elements of multimedia in learning languages?
2. Why is it important to integrate multimedia into language teaching?
3. What are the advantages of integrating multimedia into language teaching?
4. What are the disadvantages of integrating multimedia into language teaching?
5. What is the main purpose of using multimedia in language teaching?

II. AMALIY MASHG'ULOTLAR MATERIALLARI

2. PRACTICAL: TEXT AND PRESENTATION PROGRAMS FOR LANGUAGE TEACHERS.

Plan:

- Introducton
- Google Doc in English Language Teaching
- Making the most of online presentaions

Introduction

For the last decade, advances in technology in the classroom have paved the way to a more engaging and modernized teaching. Educators are embracing improvements in traditional teaching and are very much willing to try new methods of imparting knowledge to students. Standard classroom lectures that use tried-and-tested presentation tools such as PowerPoint and other blackboard or whiteboard methods can now be upgraded into a more interesting, more effective, less expensive, and less time-consuming ways of presenting lessons.

The integration of traditional and modern methods of teaching, or blended education, improves efficiency in the classroom. Most students have unique learning styles, and this strategy can help cater to the individual needs of students. **Blended learning** styles vary, but they all involve the utilization of new tools in creating innovative, highly informative, and more engaging presentations that go beyond the basic slideshow.

For years, PowerPoint has been regarded as the greatest choice for classroom presentations, but what else is out there? We are now looking for other options and tools that offer better features when creating presentations.

Google Doc in English Language Teaching

Collaboration can be defined as a coordinated, synchronous activity that is the result of an ongoing attempt to construct and maintain a shared conception of a problem. It has also been identified as a necessary component of active learning. The

benefits of collaboration include development of critical thinking skills, discussion and consideration of ideas, and social skill development. Social constructivist theory emphasizes the importance of collaboration in the learning process. Learning is social and requires participation in a social process of knowledge construction (Kieser and Golden 2009). Knowledge occurs through a web of interactions, and is distributed and mediated by people and the tools which they use for interacting (Kaplan 2002). The tools available to communicate/collaborate with others have changed over time. A decade ago, if a group of students had to work outside class, they would arrange meetings at the library or someone's house. Today, technology offers alternative ways for students to work together in an online collaborative environment (Mader and Smith 2009). Some of the tools we are currently using within the School are wikis, discussion forums, chats and Google Apps. Google Apps is a collection of web-based programs and file storage which run in a web browser, without requiring users to buy or install software. Users can simply log in to the service to access their files and the tools to manipulate them. Offerings include communication tools (Gmail, Google Talk, and Google Calendar), productivity tools (Google Docs: text files, spreadsheets, forms and presentations), a customizable start page (iGoogle), and Google Sites (to develop web pages). The tools are free, or users can pay for a premium edition which adds more storage space and other features (Grodeka 2008). Using Google Docs, students can begin their assignments in the classroom and continue at home, or anywhere if ubiquitous devices like mobile phones or netbooks are being used.

Advantages of using Google Docs include:

- Students can work collaboratively on the same document at the same time and files distinguish between the individual and shared contributions of the students involved in the assignment.
- Cross platform compatible for PC and Mac
- Peer collaborating and editing are exciting and engaging for students.
- It saves automatically every 15 seconds and new text is displayed to the rest of the viewers/collaborators.

- There is easy access from internet-connected computers or ubiquitous devices, with no software required.
- Collaborators/viewers do not need to have a Gmail account to be able to use this application.
- Educators can monitor student work easily in real time if required.
- It is easy to see which students have contributed through the revision history.
- Work can be published to blogger.com with one click.
- It gives students an authentic audience for their work: parents, peers, friends and blogs.
- It is possible to use the application offline via Google Gears and to update content directly when the user goes online again.
- Export the documents in a number of file formats such as RTF, PDF, Html, MS Word and OpenOffice format.
- If Google Talk is used in conjunction with Google Docs, enables to communicate more effectively and efficiently using text chat, video chat, and audio chat. This allows a truly real-time communication and increase the productivity of the group.
- Using Google Forms, students can generate and share a database within the classroom.
- Google Docs also enabled students to engage in shared note taking. Collaboration about note taken in class helps students who were poor keyboarding.
- Google Apps allows institutions to use their own domain name with the service and to customize the interface to reflect the branding of the institution.
- Google Docs do not claim ownership or control over submitted content. For documents you expressly choose to share with others, Google Docs have the proper license to display those documents to your selected users. Some of the disadvantages:
- Google Docs allows basic formatting of text documents but without higher level of functions such style sheets and templates.

- Google Docs spreadsheets support formulas and simple functions but no macros.
- Some institutions have concerning about long-term availability, security, and privacy.
- Google Docs does not offer flexibility in managing user accounts as many institutions may require.
- Menus and tools are not consistent from one application to another. (Grodeka 2008; Hibbert 2008; Kieser and Golden 2009; McPherson 2009; Rosenfeld 2008; Spanbauer 2007) For the advantages explaining before, Google Docs has the potential to be used in our units to improve group assignments and presentations, promoting collaboration between our students. It can also support data gathering through surveys using Google Forms.

Making the most of online presentaions

1. Emaze

Emaze is a growing online presentation software that boasts a remarkable upgrade to the traditional PowerPoint presentation. Its easy-to-use interface lets you choose from a wide array of templates and create awesome visual learning aids, including 3D presentations in minutes, so you can provide your students a better learning experience.

Since it is cloud-based, it also allows you to edit or update your presentations on any computer, mobile device, and other tech devices with an internet connection.

2. Google Presentation

If you are out looking for a fresher and more seamless alternative to PowerPoint, **Google Presentation** might be your best bet. It has everything that PowerPoint lacks. It is equipped with a Google research tool that you can use if you need to conduct research about your presentation. The search bar has a drop-down menu that lets you specify the type of research or information you are looking for in terms of images, videos, quotations, etc.

You can freely and accurately express yourself through its thousands of unique presentation themes, fonts, and color options for more creative control. It also features animations and video embedding capabilities you can use in designing your presentation, speech, and other significant projects.

It's cloud-based but also gives you the option to work even when you are not connected to the internet just by enabling offline editing.

3. Apply Keynote

When it comes to creating presentations, the most common software is Microsoft PowerPoint and **Apple Keynote.** Although PowerPoint reigned for years, it is not indicative of quality. Apple's Keynote can take your presentation to the next level. Here are some of its advantages:

- Keynote is simpler and easier to use. It is also available for PC or Chromebook users.
- PowerPoint's iPhone and iPad apps offer limited features. Keynote, on the other hand, lets you fully maximize its features so you can create, modify, and present your presentations anywhere once you download the app.
- You can sync your presentations on all your iOS devices. It means that even if you create your presentations on your Macbook, you can still continue or edit your presentation using your iOS devices on the go.
- You can quickly export your presentation to HTML, which automatically turns your presentation into a website.

In a nutshell, Apple Keynote wins over Microsoft PowerPoint when it comes to compatibility, accessibility, and ease of use. At the end of the day, you can create quality presentations for your students to keep them engaged and to enhance their learning experience.

3. Prezi

Prezi is another great tool you can use to create better presentations. Compared to other presentation software, Prezi is web-based and completely free. It allows you to create a presentation and manipulate content anywhere on the page. You can also opt to import your PowerPoint presentations if you want to add other

features like dynamic text or movements to your images for a better visual presentation for your students.

4. Nearpod

Nearpod is a great presentation tool for teachers. Its benefits include:

- Easy-to-use, interactive features that can bring the classroom to life.
- Teachers can easily create interactive classes using different multimedia content like images, videos, quizzes, polls, and other activities that are relevant to the lesson.
- Teachers can also monitor students in real time and allow distance learning. This means that students from anywhere can join your Nearpod learning sessions.
- It's compatible with different platforms and can work on any device.

5. Tellagami

How about a video presentation for your students? **Tellagami** is a free app that you can use to create animated video presentations with a character that resembles you. You can create tutorials and instructional videos to keep things interesting. Even when your students miss your class, they can easily access your videos, and it would feel like a face-to-face lecture.

6. Haiku Deck

Haiku Deck helps you focus on creating powerful presentations. You can unlock your creativity and use its fantastic charts, stunning graphs, incredible fonts, and amazing layouts designed by great designers worldwide. It also allows free access to millions of free common images you can add to your presentations.

Millions of users prefer Haiku Deck for its simple-yet-seamless interface. Presentations can be saved in the cloud and accessible to users anywhere.

7. Powtoon

Powtoon is another online presentation software that allows users to create animated videos and presentations to capture students' attention and increase engagement. This undoubtedly helps students avoid unnecessary distractions and to focus on the discussion.

The rapid changes in modern technology that are now deeply integrated into our society should be a marker that teaching, sharing of information, and imparting of knowledge should also evolve to keep up with the fast-changing times. These modern technologies are here to stay and will only keep on improving. It is imperative that both teachers and students embrace these changes and take advantage of the benefits. Do not stick to what's familiar. Explore other tools that can help you better reach your goals.

Discussion questions:

1. What is the importance of using google products for collaboration?
2. What are the advantages of using Google Docs in ELT?
3. Present the advantages of making online interactive presentation making tools

3. PRACTICAL. CORE SKILLS FOR THE INTERNET, SUCH AS SEARCHING, CREATING AND EVALUATING WEB PAGES; COMMUNICATING THROUGH FORUMS, CONFERENCING

Plan:

- Introduction
- Dimensions of Internet skills
- Searching skills
- Evaluating web pages
- Using Online Forums in Language Learning and Education

INTRODUCTION

Digital skills have been marked as an important factor in explaining differences in individuals' Internet use (e.g., Mossberger, Tolbert & Stansbury, 2003; Norris, 2001; Solomon, Allen & Resta, 2003; Warschauwer, 2003; Van Dijk, 2005). These skills are relatively novel with regard to the digital divide debate and there has been little work on the online abilities of the average Internet user (Hargittai & Hinnant, 2008). Existing empirical investigations point towards large differences in skill levels between segments of the population. Recently, Van Deursen & Van Dijk (2009, 2010) proposed a range of Internet skills that would combine several digital skill conceptualizations. Their definition accounts for technical or media aspects (medium-related skills) and substantial or content aspects (content-related skills). Medium-related Internet skills consist of operational skills, which include a basic command of an Internet browser, and formal skills, which include the ability to navigate and orient oneself within the Internet's hypermedia structure. The first type of content-related Internet skills consists of information skills, which include the ability to find, select and evaluate sources of information on the Internet. Secondly, strategic skills refer to one's capacity to use the Internet as a means to reach particular personal and professional goals. This and other

conceptualizations of Internet skills have thus far mainly focused on the information function of the Internet. The first contribution of this study is the addition of communication Internet skills. A few scholars have suggested to add these skills to existing literacy frameworks (e.g., Ba, Tally & Tsikalas, 2002; Eshet Alkalai & Amichai Hamburger, 2004; Lankshear & Knobel, 2008; Livinstone, 2008), however the exact definition varies. Internet use requires a distinct set of skills that allow one to effectively cope with this medium that generally is deprived of rich verbal cues (e.g., speech intonation) and visual cues (e.g., smiles and nodding). It is necessary to become accustomed to patterns of asynchronous communication and to the flood of messages that is largely unavailable in traditional media. More specifically, people have to learn how to cope with the complexity of instant messaging, social networking and other available online communication applications. When someone has an inadequate level one of the aforementioned Internet skills, there are distinctive ways to deal with this. One way is to attempt to resolve this lack of proficiency through trial and error, whereas another is to rely on various kinds of support sources. For example, someone who lacks the basic skill of operating a browser might ask a relative for assistance or may eventually rely on more formal support, such as an Internet course, to obtain solid training. Besides adding communication skills to the Internet skills definition, this study examines the relationship between Internet skills and sources of support. More specifically, we investigate distinct patterns of soliciting support sources (RQ1) and examine how these patterns relate to mean levels of operational, formal, information, communication and strategic skills (RQ2). Presently, there are many means to an end when using the Internet, which implies that one skill can be used to compensate for another skill. After defining and extending the skills framework and focusing on support sources, we continue with discussing how this all actually matters. When people lack proficiency in one of the aforementioned Internet skills, this might exclude them from beneficial outcomes the Internet has to offer. Therefore, we question which Internet skills actually matter for attaining beneficial Internet outcomes. Answering this question furthermore validates whether communication

skills add to the existing framework. Finally, this paper addresses how the support sources employed moderate the effect of skills on beneficial Internet use. Because not everyone is necessarily inclined to use support or to employ the same sources, it is possible that those who need help develop and implement Internet skills unequally. Hence, we question whether different patterns of help seeking moderate the assumed effect of Internet skills on beneficial outcomes of Internet use.

Dimensions of Internet skills

As explained in the introduction, the first contribution of this paper is adding communication skills to the Internet skills framework as suggested by Van Deursen & Van Dijk (2009, 2010). In recent years, these skills have become increasingly important given the expanding prominence of the social Web, for instance, the influence of various social network sites (SNS), such as Facebook and Twitter. These opportunities pose difficulties of their own and require a distinct set of competences to make the most out of them. Increasingly, all sorts of existing literacy definitions are extended to account of communication skills. We follow this movement, by including a fine-grained definition to the empirically tested and validated framework. The first instance that needs to be included in a communication skills definition relates to all sorts of social applications which require one to make and maintain a – often constantly growing – set of contacts. In a large number of social applications, the Internet multiplies the number of contacts we have. To cope with this complexity and to actually engage in communication is not self-evident to many users, although it looks deceivingly simple. Second, asynchronous message exchange services, like e-mail, Twitter or SNS, require a vast (tacit) knowledge of how encode and decode online messages. In contrast with face-toface communication, computer-mediated communication often lacks a range of natural cues that facilitate mutual understanding and guide communication dynamics. In peer-to-peer networking, it is not always clear how to address someone, when to expect a response and what to make from that response. The third Internet communication skill is the ability to attract attention to a message. To speak on the Internet is relatively easy, whereas to actually be heard is considerably harder

(Hindman, 2009). Unfortunately, many expressions on the Web are in vain. For example, a very large number of blog entries and social media messages are left unread. Successful communication involves a receiver. Thus, picking the right location to post a message and carefully considering its contents are crucial to getting your message picked up by other users, either directly or indirectly (e.g., through a search engine). The fourth communication skill is to know how to construct a coherent online identity. This also looks deceivingly simple as SNS software offers a format that is filled in. However, it is not easy to create a personal online profile that stands out, reflects the self one wants to reveal and is effective in appealing to others. The fifth communication skill is the creation of online profiles and identities, which happens during interactions with others who provide feedback. The capacity to adequately respond to feedback and to be inspired by the profiles and identities of others are important communication skills on the Internet (Jenkins, 2006). In particular, children, teens and adolescents like experimenting with virtual identities to create and to understand their unique physical and mental identities. The final communication skill is the ability to cooperate online, which primarily rests on communication. This asks for 'the ability to identify specific functions for each member based on his or her expertise and to interact with the team members in an appropriate fashion' (Jenkins, 2006, p. 42).

The composition of operational, formal, information, communication and strategic skills are listed in Table 1. The Internet skills proposed by Van Deursen & Van Dijk (2009, 2010) and the newly added communication skills have a conditional nature and contain gradients of difficulty. Proficiency in elementary operational and formal skills is not sufficient to benefit from the Internet in all of its aspects. The development of content-related skills requires a substrate of medium-related skills (Van Deursen, Van Dijk & Peters, 2011). For instance, before you can evaluate the results of a search query, you need to be able to perform one, or before you can ask a question on a social network site or forum, you need to register an account through form-filling. Information and communication skills basically require the same operational and formal skills. Here, we do not consider specific communication

applications (e.g., Skype) outside the Internet browser context. These applications would require additional medium-related skills. Information and communication Internet skills are needed to deploy the most complicated type of Internet skills, which are strategic skills. Taken together, the five definitions focus on technical aspects and substantive content-related issues when using the Internet.

Table 1. Conceptual definitions for Internet skills (extended from Van Deursen & Van Dijk, 2009, 2010)

Medium-related Internet skills	
Operational Internet Skills	*Operating an Internet browser, meaning:* Opening websites by entering the URL in a browser's location bar; Navigating forward and backward between pages using browser buttons; Saving files on a hard disk; Opening various common file formats (e.g., PDFs); Bookmarking websites; Changing a browser's preferences. *Operating Internet-based search engines, meaning:* Entering keywords in the proper field; Executing a search operation; Opening search results in the search result lists. *Operating Internet-based form, meanings:* Using the different types of fields and buttons; Submitting a form.
Formal Internet Skills	*Navigating the Internet, meaning:* Using hyperlinks (e.g., menu links, textual links and image links) in different menu and website layouts. *Maintaining a sense of location when on the Internet, meaning:* Not becoming disoriented when navigating within a website; Not becoming disoriented when navigating between websites; Not becoming disoriented when opening and browsing through search results.
Content-related Internet Skills	
Informational Internet Skills	*Locating required information by:* Choosing a website or search system to seek information; Defining search options or queries; Selecting information (on Websites or in search results); Evaluating informational sources.
Communication Internet Skills	*Communicating when on the Internet by:* Searching, selecting, reaching and evaluating contacts online; Exchanging messages online and exchanging meaning; Attracting attention online; Constructing online profiles and identities; Adopting alternative online identities for discovery or improvisation; Pooling knowledge and exchanging meaning with others in peer-to-peer networking.
Strategic Internet Skills	*Taking advantage of the Internet by:* Developing an orientation toward a particular goal; Taking the right actions to reach this goal; Making the right decisions to reach this goal; Gaining the benefits that result from this goal.

Searching skills

There are literally billions of websites on the internet, making a huge range of information available to you. However, it can be quite daunting when you're trying to locate that one site that you know holds the answer!

This is where a search engine comes in. You type relevant 'keywords' into a search engine, which then looks for pages throughout the internet that contain those words and thus might hold the answer to your question.

Being vigilant on the web and protecting yourself from online identity theft

Using the internet is great to search for what you are looking for, but before you do, think about the questions you need to ask yourself. How best can I find the information for which I am searching? What facts about myself do I feel comfortable revealing to online companies that request information about my identity?

Nowadays, cyber criminals can use popular search terms to spread malicious software that can infect a users computer and, in some cases, steal a user's identity. McAfee's report suggest keywords such as Free Music Downloads, Game Cheats, Free Ringtones and Solitaire as being the most dangerous web searches.

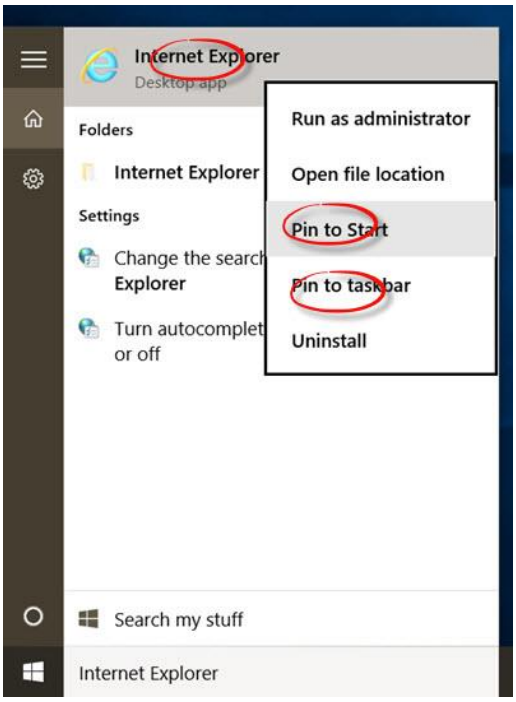
1. Be vigilant of the search results generated by each keyword. Some websites carry unwanted adware, spyware, and other malicious software.

2. Be aware of online games - some often prompt you to install plug-ins or register with a name or email address.

3. Lots of scammers choose search engines over email spam - to avoid this adjust your internet browser settings so that the browser doesnt run any program unless you allow it to.

4. Be aware that websites that promise free downloads of movies and music may lead you to a risky website.

5. All major search engines use cookies - cookies are saved as a record of your preferance but can also be used to store and track your activity online.



For this guide you'll need:

- A computer with internet access.

Step 1: Finding Internet Explorer on Windows 10

To open Internet Explorer, select **Start** and find Internet Explorer in your programs list. Alternatively, you can use Cortana to enter **Internet Explorer** in **Search** .

Tip: You can pin your favorite apps to the taskbar. Open the app or program, press and hold (or right-click) the icon on the taskbar, and select **Pin to taskbar**.

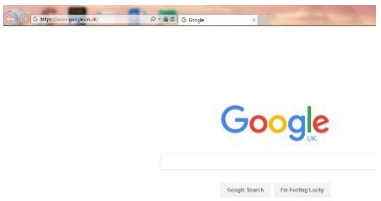
Step 2: Using Internet Explorer

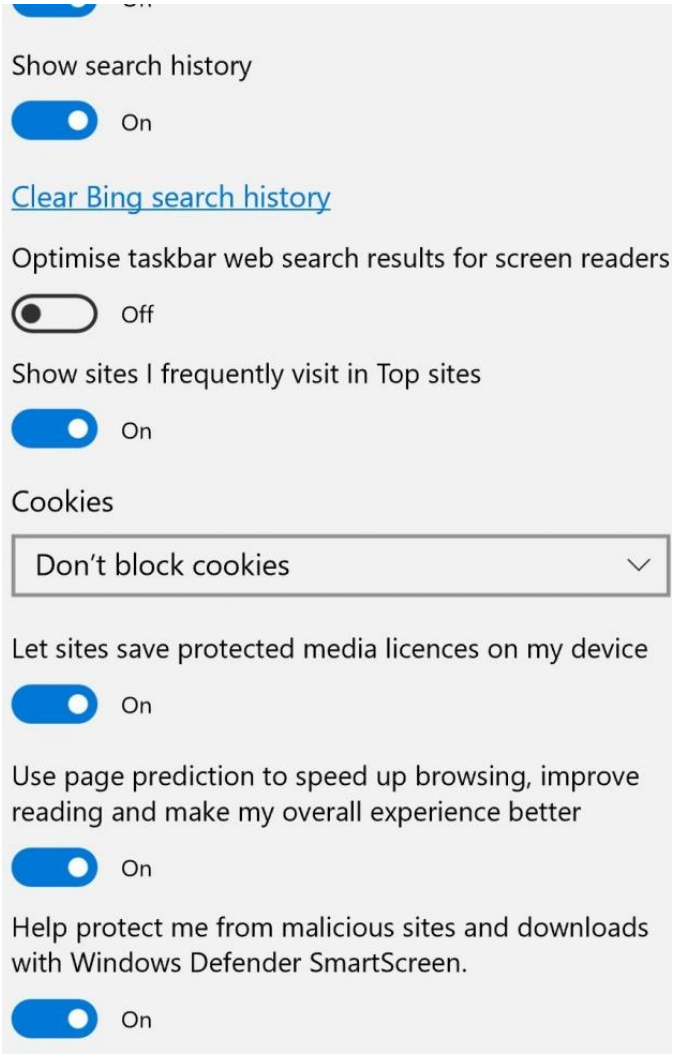
Go to your browser's address bar and type in the address of the search engine website – for instance, https://www.google.co.uk

Step 3: Using a search engine

All you have to do is enter some keywords in the space provided – called the 'search box' – and then click **Search**.

For example, if you put 'holiday' and 'Mauritius' into the search box and click Search, you'll come up with page after page of companies offering holidays in Mauritius.





A search engine can be used to look for products, companies, people, information, images, directions and maps. You'll never again be frustrated by having that answer on the tip of your tongue … just Google the keywords!

Step 4: Controlling your privacy on your browser

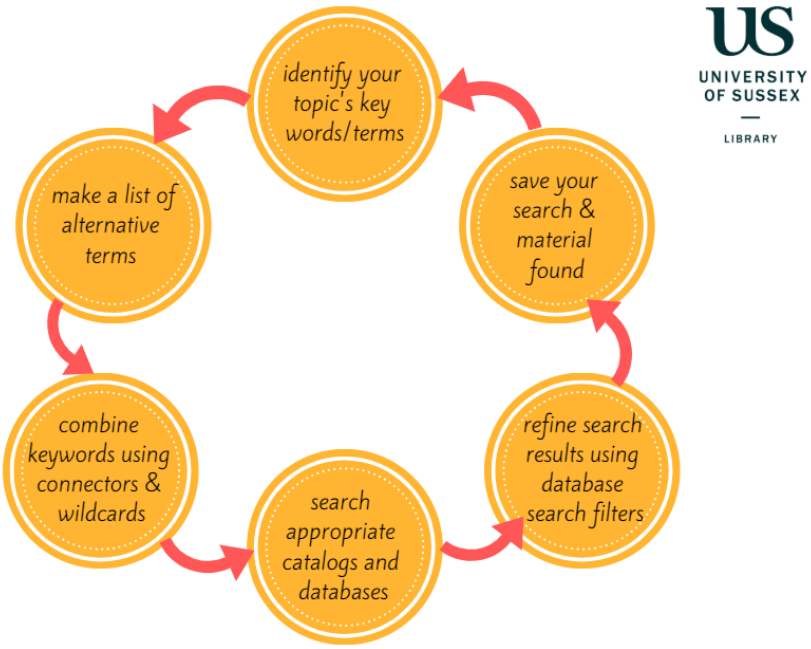
If you go to your Internet Explorer settings, you can configure your privacy, and tailor it to suit you. To do this go into Settings and then hit View Advanced Settings.

There are many search engines available on the internet. Here are just a few of them:

- Google is probably the best-known search engine, so much so that in 2006 it became a verb in the Oxford English Dictionary!
- Bing, Microsoft's own search engine, is usually built into the Internet Explorer browser.
- Originally called 'Ask Jeeves', it was renamed as Ask.com in 2005. It was then relaunched recently as Ask Jeeves... again! It responds to full questions rather than to keywords.
- Yahoo! is also a popular search engine.

These six individual steps are:

- Identify your topic's key words/terms
- Make a list of alternative terms
- Combine keywords using connectors and wildcards
- Search appropriate catalogs and databases
- Refine search results using database search filters
- Save your search and material found



Evaluating web pages

The internet contains a large number of resources that are inaccurate or incorrect.

Although misinformation is not always intentional, some pages are designed to purposefully mislead and it is important to think about what you are reading. Anyone can put anything onto the web.

It is essential that you critically evaluate any resources that you use from the web. Using the CRAAP method, consider the following:

Currency - when was the information published, posted or updated?
Relevance - who is the intended readership?
Authority - who is the author/source?
Accuracy - is the information supported by clear evidence?
Purpose - what's the purpose of the information?

Using Online Forums in Language Learning and Education

Student's learning and teacher's teaching could be enhanced by technology if used appropriately. Technology could encourage more independent and active learning among students (McKimm, Jollie, & Cantillon, 2003). A key reason for the use of technology within a learning situation is to enhance the quality of learning and teaching (Groves & O'Donoghue 2009).

With the rapid development of computer-mediated communication, online forums have become more involved in classroom settings to promote student critical thinking, knowledge construction and language learning autonomy (Lim & Chai 2004; Marra, Moore & Klimczak 2004).

Computer-based online discussions or online forums have been used in a wide range of higher education setting to provide major learning environments for distance education or to supplement face-to-face discussion (Jacobsen 2006). Discussion board or online forums are one of the primary tools of electronic learning according to Harman & Koohang (2005).

Definition of an Online Forum

According to Sheri Cyprus (2010), an online forum is also known as a message board, online discussion group, bulletin board or web forum. It differs from a blog. An online forum is a discussion area on a website whereby members can post discussions, read and respond to posts by other forum members. A forum can revolve around any subject in an online community.

Like other internet-based learning environments, online forums provide a way for maintaining communication for learners who are not able to meet face-to-face or who prefer logging-on at different times (Sanchez- Sweatman 2001). Online forums are a kind of computer mediated communication which allows individual to communicate with others by posting written messages to exchange ideas. It uses asynchronous type of communication (Santosa et. al 2005)

Nelson (2010) postulated that an online forum can be defined as an accessible group communication space. Proper utilization of online forums can enhance the effectiveness of communication.

The Benefits of Online Forums

Online forums provide many benefits to students and teachers. In a research conducted by Teine (2000), students have been found to be in favor of the self-paced, self-regulated feature of asynchronous discussions compared to face-to-face discussions.

On the other hand, Callan (2006), states that online forums create a discussion environment. Everything that gets posted gets read over and over again. Online forums rarely turn into heated arguments as people are given time to research and consider their comments before replying. This in turn, makes high-quality discussion.

Smith (2001) points out that well structured and appropriately facilitated online discussion can provide a learning environment that allows the immediate application of new information to learners' personal and professional lives. Besides, online forums are more flexible compared to face to face communication as they provide time to reflect and think and allow both introverted and extroverted students to be involved in online discussions.

Chinedu (2008) expresses that by participating in online forums, access to knowledge is free. Futhermore, Chinedu (2008) posits that forum members could willingly share their wealth of knowledge and experience with other members. In return, every member of the forum can benefit from this infusion of free knowledge. Here are some potential benefits of regular online forum participation according to Pavlina (2005):

- Intellectual exchange
- Learning new ideas and refining old ones
- Enjoying community membership
- Influencing the forum's evolution
- Contributing to others
- Making new friends and contacts
- New business leads
- Keeping up with current events
- Learning about new opportunities

There has been evidence that the messages composed by students in online forums include longer solutions for problem-solving, and consist of deeper reflections compared to face-to-face discussions (Hara et al. 2000). Researchers have

found that students can take more time to read, craft, reflect on their responses, and find relevant information when composing messages in such an environment (O'Neill et al. 2006; Wang and Woo 2007).

Peterson and Caverly (2005) established in their research that online discussions build a motivating social practice of current generation students, who use technology to contact friends and family throughout the day.

In online forums, students develop their autonomy in language learning. Each participant is given more authority to shape or lead the discussion in the direction they prefer, while teachers may have relatively less control over the learning interactions (Choi et al. 2005).

The Characteristics of a Good Online Forum

There are numerous characteristics of a good online forum. Martyn (2005) discerned seven elements of a good online forum. They are:

- Require students to participate
- Grade student efforts
- Involve learning teams
- Structure discussion
- Require a hand in assignment
- Learners use their own experience in posing questions and scenarios
- Relate the discussion to course objectives

Qing Li (2004) in her research recognized nine characteristics of a good online forum. They are:

- Establish a friendly, open environment
- Use authentic tasks and topics
- Emphasize learner-centered instruction
- Encourage students to give constructive feedback and suggestions
- Let students experience, reflect and share the benefit of using threaded discussion
- Be sure that instructors facilitate collaboration and knowledge building

- Encourage dialogue and referencing of other student postings
- Use humor for motivation
- Use emoticons to help convey ideas and feelings

In addition, according to Peterson and Caverly (2005), good online forums provide a social presence, in which students and instructor are able to present themselves as "real people" and communicate with their personality.

Online Forums Improve Writing Skills

A well-structured online discussion forum can provide students with extensive practice in writing. The online forum allows opportunities for the facilitation of curricular objectives via modern technology. Online discussion forums provide an authenticity in writing and therefore serve as a meaningful supplement to the writing curriculum (Pauley 2001).

Aileen Ng (2008) in her study discovered that the implementation of the online forum appears to provide reinforcement tasks to enable students to practice their writing. Besides that, the online forum also facilitates collaborative learning. Students could share their ideas and opinions in order to produce better quality writing as compared to if the tasks were to be completed independently.

Schuetze (2010) conducted a research in the University of Victoria Canada and the University of Kiel in Germany. The study showed that most students of both universities felt comfortable writing online and they wrote more than ever before. They used the forum more actively than in a face-to-face classroom or chat. In turn, some students also mentioned that they liked to read what other students posted in online forums.

In a study among twenty-five Chinese and Kiwi learners, Gerbric (2005) encountered that online forums provide opportunities specifically for particular groups of students. Chinese students found the virtual and text-based nature of the medium allowed them to enter discussions more easily and they felt more comfortable with their written responses compared to face-to-face discussions.

Online Forums Improve Communication Skills

A number of studies have found that online forums are beneficial in developing communication skills (Abrams 2003; Blake 2009). The greatest potential for effective use of online communication as a learning tool is when the students are ‘at a distance’ from the school and their teachers (Crowell & McCarragher 2007).

Holmes (2004) acknowledged a period of increased communication between online participants of his study after 10 days of interaction on online forum and asserted that input from teachers or instructors during this period led to maximized learning opportunities.

Scott and Ryan (2009) in their study discovered that online members become more engaged in discussions and interacted effectively when they were set appropriate tasks. For an example, a complex task that requires research and discussion is more suitable for small groups to work on collaboratively. When students are given problems related to their prior experience, the discussions show higher levels of interaction, and the participants show more passion for the topic (Puntambekar 2006).

Peterson and Caverly (2006) in their study discovered that through online forums, teachers are able to document the growth of their students' ability to support a point in their messages. Students improved their ability to respond to a classmate and to make a point supported with evidence.

Online forums are a good way of communicating, especially when the teacher or lecturer is unavailable. It is also a good way to communicate with everyone as it creates a good communication between students and school (Greig & Skehill 2008). In concurrence with the statement, Yu (2002) affirmed that students were more comfortable and less aggressive when participating in online forums. Online forums also offered more equal opportunities for group members to voice their opinions.

Research conducted by Yang (2007) shows that students demonstrated very high levels of interaction among group members. Online forums are regarded as a social interaction that reduces students’ reliance on the face-to-face discussions.

In a study carried out by Schellens and Valcke (2005, 2006), asynchronous discussion forums attained a higher proportion of higher phases of knowledge

creation compared to face to face discussions. This occurred due to the vast majority of communication in the asynchronous environment was task oriented.

The online forum is an ideal place to put a learning community and its learning objects on the same page (Harman and Koohang 2005). In order to offer a successful discussion forum, teachers need to be fully skilled in practical use of the sites and committed to engaging with them, believing in their relevance and benefit for students and willing to spend dedicated time every week on the discussion forum with students. As Salmon (2004) advises, teachers need to take time to induct students to the online discussion tools and focus on familiarization and socialization into the online forum from the outset.

Anderson et al. (2001) stated that active involvement of a teacher is critical in maintaining the interest and motivation of students in online discussions. Russo and Benson (2005) reported that student perceptions of teacher's presence were significantly correlated with student learning satisfaction.

In sum, online forums may provide a way for teachers to improve the quality of their students' language learning skills

Discussion questions:

1. What digital skills have been marked as an important factor?
2. What are the basics of medium-related internet skills?
3. Which skills actually matter for attaiong beneficial Internet outcomes?
4. Name the conceptual definitions for Internet skills
5. What is search engine?
6. How many search engines do you know?
7. Name six individual steps of successful search
8. What kind of method is CRAAP?
9. What are the benefits of Online forums?
10. What are the characteristics of a good online forums?
11. How online forums can improve productive skills (Writing and Speaking)?

4. PRACTICAL. WORKING WITH PODCASTS. THE EXPERIENCE OF READING AND WRITING WITH WEB-TECHNOLOGIES AS WIKIS AND BLOGS

Plan:

- Introduction
- Blogs, Wikis and Podcasts as Learning Tools
- Blogs as a Teaching and Learning Tool
- Enhancing Course Content Through Wikis
- Use of Podcasts as a Learning Tool

Keywords: education, blogs, wikis, podcasts, pedagogy, enhance, e-tools

Introduction

For a long time, technology in educational institutions consisted of a room (or lab) where computers were situated and students had to leave their classroom learning environment and move to that room for a scheduled period of time. The contemporary higher education arena has many agendas to fulfil, including the need to maximise quality assurance processes, to ensure the research integrity of institutions, to meet the needs of a diverse student body that have higher expectations of their learning experience, and to endeavour to equip students with the necessary employability skills.

Digital technology plays a significant role in shaping the teaching and learning landscape in higher education. Indeed, it is expected that digital technology will play an increasingly significant role in higher education as members of the millennial and digital generations enter college, bringing with them new approaches to learning and consequent expectations of the classroom instructor (Caruso & Kvavik, 2005; Caruso & Salaway, 2007; Howe & Strauss, 2003; Oblinger & Oblinger, 2005; Prensky, 2001). The vast array of digital technologies with the potential to impact the teaching/learning process includes learning management systems, personal response system technologies, discussion boards, blogs, wikis, social networking sites, podcasts, and a plethora of webbased tools. The pervasiveness of information

technology in today's world complicates the multiple demands on faculty by adding expectations of technological proficiency that far exceed the days of index card library catalogs that more senior faculty experienced as undergraduates. For example, many faculty grapple with the demands of learning new software to prepare digital course materials (Hanna, 1998; Twigg, 2003). The temptation for higher education faculty who must struggle to satisfy the customary triple requirements of research, teaching, and service is to relieve the pressure on themselves in the teaching area by teaching in a manner that reflects both their own learning experiences and preferences. This gives them more intellectual space for the research endeavor (Ouellett, 2004) but arguably fails to keep their teaching abreast of current understandings of what constitutes pedagogical best practice for their students.

This chapter explores the potential use of e-tools such as blogs, wikis and podcasts technologies to support student learning and attempts to present e-tools as an exciting new way of teaching and learning and demonstrate how Web tools can generate exciting new learning formats. It explains how to apply these tools in the classroom to engage students in synchronous and asynchronous world that provides information feeds and interactive learning. It offers specific teaching applications for online photo galleries.

Blogs, Wikis and Podcasts as Learning Tools

The emergence of the internet came with it numerous advantages to the enhancement of learning deliverances within the education, communication and marketing realms. In addition to pave the way to the creation of virtual learning environments, these etools have shown the propensity of technology to change the face of learning deliverables and deliverances. However, by introducing new technology advancements and applying them within the education sector, this does not imply replacing traditional modes of classroom instructional methods. Research has indicated that no one way can be viewed as the best. Consequently, educationists have realised that merging traditional and modern technology-propelled pedagogical methods have produced effective results. Blogs, wikis, podcasts, chat-rooms and

other etools have proved not only effective and convenient, but has proved that technology can make learning a lot of fun as students and academics experiment with various tools. Reardon (2008) refers to, “Tools such as community networks, social book-marking, wikis and blogs, podcasting, digital story-telling, project based learning initiatives, video blogging and other new technologies, as enablers of people to be producers of information” (Anderson & Weert, 2002). The National Centre for Education Statistics from the U.S. Department of Education titled its statistical analyst report (2000), “Teachers’ Tools for the 21st Century: A Report on Teachers’ Use of Technology” (Teachers' tools for the 21st century: A report on teachers' use of technology, 2000). In much of review of literature, it has been found, for the most part, an unquestioning and over-use of tool in reference to digital technologies and ICT. Consequently, the use of etools has reached unprecedented levels from the end to the 20th century and is even gaining more ground as more tools and applications are being invented.

Blogs as a Teaching and Learning Tool

Communication is a fundamental part of learning. As instructors, academics need to communicate with each other, as well as with students, who also interact with lecturers and each other. Additionally, it could be argued that communication is a fundamental aspect of the human experience. It is not surprising therefore that a wide variety of ITbased communication tools have been developed, and that many of these have found application in the context of learning. It is also true that, at least in more traditional "chalk-talk" forms of learning, participating (or chatting) by students is discouraged or prohibited. Furthermore, even when IT-supported communication is accepted in the andragogical (learning through life experience) space, the "older" tools such as email tend to dominate. Recently developed tools such as instant messaging and weblogs are often relegated, perhaps by virtue of their perceived informality, to a less preferred status. However, over the last few years, many academics have successfully incorporated blogging assignments into the coursework component of their classes. A blog is a website where entries are written and displayed in a reverse chronological order (Scott, 2001). Blogs were introduced

in the mid 1990s (Farmer, Yue, & Brooks, 2006: 263) and are easy to use because the user does not need sophisticated technical knowledge to create or maintain them (Bartlett-Bragg, 2003: 2). Blogs are primarily personal journal and opinion entries, which enhance a feeling of social interaction. Through a blog, a person gets a feeling of belonging in a wide range of professional activities such as psychological therapy, law, journalism, and research (Bartlett-Bragg, 2003: 2; Derkeley, 2008). To provide a justification for the pedagogical use of blogs, Papacharissi (cited in Farmer, et. al., 2007: 263) considered blogs to be 'transformational communicative technologies', which, according to Framer et al., (2007: 263), 'allow users to connect and become part of an active social corpus, while exercising and legitimating their personal expressive spaces'. Blog users inherently expect social transactions, communication, personal assertion and empowerment through blogs. The high activity in the educational use of blogs is exemplified at university web sites across the globe and many leading ICT pedagogy experts, such as Ferdig & Trammel (2004), Armstrong, Berry & Lamshed (2007), Downes (2004), Richardson (2004), Kennedy (2003), O'Donnell (2005), and Bartlett-Bragg (2003) claim a myriad of pedagogical blog potentials such as:

- Exchanging insights and information, which publishers are too critical to print;
- Collaboration between diverse communities.
- Blogs can encourage integration of personal, peer, and expert narratives;
- Hosting e-portfolios, archives and student publications;
- Reflective or journal writings as an alternative to "traditional" forums or bulletin boards;
- Group work, which could be synchronous or asynchronous within or between groups;
- Learning portals;
- Assignment submission and review;
- Sharing course-related resources

These blog potentials could enrich learning experiences and lead to deeper

learning. Rosie cited in Bartlett-Bragg (2003: 2-3) elaborated that deep learning involves constructing connections between concepts in a context. Rosie added that deep learning is unlike surface learning where students 'complete the minimum content necessary to meet assessment requirements'. Furthermore, 'blogs offer a socially situated, student centred, contemporary, technical solution' (O'Donnell, 2005), and catering for individual self-expression and socially driven learning (Farmer, et al., 2007: 262). Student-centred learning is enabled in blog monologues that enhance constructivist cognition and metacognition (higher order thinking). Moreover, students are conscious of their unrestricted postings to the public and are more careful about the way 'they say things, how they collect their thoughts and summarise their understanding' (Armstrong, et. al., 2007).

Consciousness to the public relate with dialogues characteristic of Vygotsky's social constructivism. Ferdig & Trammell (2004) highlights blog roles in social interaction and pedagogy, stating that: '… knowledge construction is discursive, relational and conversational in nature. Therefore, as students appropriate and transform knowledge, they must have authentic opportunities for publication of knowledge'. O'Donnell (2005), drawing on Papert's constructionism, explains that students converse about the transformation of their ideas for public participation – the ideas become artefacts, chronologically ordered by the blog, which are ecological environments of minds and constructs. O'Donnell quotes Lowe, who believed that a constructionist blog is able to cater for personal knowledge management within a social context. Thus, blogs could provide an opportunity for engagement and scaffolding within and outside classrooms. An example is a blog community about a book, which involved students and their parents (Richardson, 2004). Another example is a blog journal project, which encouraged tutor-student engagement in dialogue and so increased students' participation by offering an additional mode of response and feedback, while monitoring and guiding individual students' learning (McGuinn & Hogarth, 2000). Hence, teachers use blogs in place of standard class web pages to enhance deep learning (Downes, 2004). At universities, blogs have become part of managing courses and learning especially

through Learning Management Systems (LMS) such as the Blackboard and Sakai, and university students seem to be adopting these and other blogs. Successful pedagogical uses of blogs have been abundantly reported (e.g., Richardson, 2004; Bartlett-Bragg, 2003). Pedagogically successful and valuable blogs involve careful planning and considerations (Bartlett-Bragg, 2003: 6). Ways of creating successful pedagogical blogs include making blogs mandatory and cultivating educationally sound perceptions of blogs among students (Cheung, Li, Lui, & Choy, 2006). Additionally, O'Donnell, (2005) advises for blog-use across 'classes over the duration of a degree course', instead of focussing on a 'specific assignment or a single semester'. These approaches allow students to grow into blog communities where they co-construct and define the course and learning strategies. One of the universities renowned for applying blogs for teaching and learning purposes, the University of Sydney (athttp://blogs.usyd.edu.au/support/getblog.shtml) advises that:

'...the most successful blogs are those which consistently address a well-defined topic. A good blog will reflect that topic in its title, descriptions and (obviously) the content of its posts'. That is, the pedagogical objectives of a blog should be clarified to students before they start to blog.

As an example, Farmer, et al. (2007: 264) instructed students at the inception of a blog to 'reflect upon and discuss course content that arose out of their learning experiences'. Thereafter, students should be scaffolded on creating good posts and feedbacks right from the blog creation (Huann, John, Yuen, 2005). To achieve blog growth, Bartlett-Bragg (2003) recommends five stages of students' guidance including: establishment; introspection; reflective monologues; reflective dialogue; and knowledge artefact. Bartlett-Bragg (2003) emphasises a need to pose structured questions as guides, especially focussed on students' experiences or recollections, adding that these motivate students. In fact, Farmer, et al. (2007: 263) integrated blogs into formative assessment exercises.

Similarly, Armstrong et. al. (2007) advise that the invitation for responses should be structured for serious thoughts. Passive invitations such as 'Comment' should be

minimised in favour of reflective terms such as ‘Discuss’ or ‘What do you think?’ Thus, students’ opinions, ‘critical thinking and deep reflective qualities of learning’ should have surfaced by the ‘knowledge artefact’ stage, which is recommended in Bartlett-Bragg (2003: 8). Thus, O’Donnell (2005: 1) conceives activities in blogs as a part of new ways of thinking that is happening through cyber cultural phenomena.

While blogs could encourage the freedom of expression as an important element of reflection, such a freedom could also be perceived as a potential weakness. Part of the weakness emanates from unrealistic expectations, exacerbated by the failure to provide clearly defined blog objectives and lack of developmental work with students. There is concern that the freedom accorded to students and staff to blog could lead to the misuse of blogs (Cheung, et. al., 2006), for example, for indecent discussions. There is also concern, as evidenced by Gartner’s Hype Cycle (Drobik, 2009) of a possible loss of enthusiasm for blogs once their use is seen as being ordinary. Ordinary use of blogs includes a focus on personal celebrations of individual egos (O’Donnell, 2005). Thus, Glenn (2003) argues that blogs lack rigorous scholarly work. Moreover, dissatisfaction with privacy and security might lead to a loss of interest to the extent that few blogs survive beyond a year (12 months) (Richardson, 2004; Downes, 2004). Hence, O’Donnell (2005) reports a complaint that blogs end up being “forced writing”; as lecturers try to make blogs pedagogically useful. Consequently, there is ‘a gap between blog rhetoric and blog practice’ (O’Donnell, 2005). Furthermore, as with other ICT, O’Donnell (2005) identifies a possible conflict of interest between a lecturer’s desire to improve pedagogy, and administrative interests to save money through the use of blogs. Often an institution’s perception of blogs as ‘an advancement over previous online learning environments’ (Farmer, et al., 2007: 263) comes at the expense of the quality of pedagogical improvement blogs could make.

Additionally, important are technical design considerations, which include the blog capacity to up load photographs, drawings and documents, as well as students’ immediate access to blogs the moment they have thoughts to post (Armstrong et. al., 2007; Richardson, 2004; Downes, 2004). In consideration of the above, O’Donnell’s

(2005: 1) question about the location of blogs in pedagogical practices and Sims' (2006) suggestion of rethinking and remodelling pedagogy around blogs and other ICT, should be seriously researched.

Enhancing Course Content Through Wikis

Wikis, short for Wikipedia, have also presented positive outcomes for learners within the higher education domain. In recent years there has been a growing trend to use wikis as a learning and assessment tool in Higher Education.Wikis are gaining ground as a learning tool in higher education (HE) (Bower, Woo, Roberts, & Watters, 2006; Choy & Ng, 2007), but relatively little is known about factors that affect the way students use wikis in the context of a course. Outside of Academia, there are at least two common ways in which wikis are used: as social software and as a tool that provides support for group projects and activities, with the former usually associated with open access and the latter associated with restricted (or authenticated) access (Elgort, 2007). The first use is best demonstrated byWikipedia (http://en.wikipedia.org/) – a large collections of interlinked editable web pages that are created and kept up-to-date by users worldwide.

Open-access wikis also exist for more specific knowledge areas, such as culture and art, education, politics, travel, science and technology. Key principles of wikis as social software are voluntary participation and bottom-up (or self-) regulation (Elgort, 2007). An important factor affecting the nature of the wiki environment in such large scale projects as the Wikipedia is the sheer number of users that are able to freely contribute to the construction and management of a knowledge base. This type of open-access multi-user environment is able to self-regulate using for example such mechanisms as soft security, where the community of users insures the accuracy and appropriateness of the published information (Lamb, 2004). This factor also affects the type of navigation used in wikis: hierarchical or linear navigation options are not suitable because wikis are created and edited by a large number of users and deal with a wide range of user defined topics (Elgort, 2007).

The most common way to navigate wikis is through hyperlinks, words or phrases linked to corresponding areas of a wiki. In addition, such large-scale wikis are

usually work-in-progress, as they keep growing and changing, often in an ad-hoc way. Therefore, it is not practical to read a wiki "from beginning to end", and users are more likely to search for a topic of interest and read around it (Elgort, 2007). Restricted access wikis, on the other hand, can be viewed and/or edited by a limited number of trusted users. For example, a wiki can be used as a tool that allows a group of dispersed users, such as conference organisers, to work together to draft and finetune the details of an upcoming event, or for a group of authors or researchers to collaboratively work on a report or publication. Wikis are also used as a meeting management tool, which allows participants to suggest and negotiate an agenda and to publish minutes and comments after the meeting. Demarcation between the two types of wiki uses described above is not clear-cut, with some large restricted-access wikis (for example, organization-based wikis) being closer to social software than to a group project tool. The use of wikis in a formal course of study, such as a university course, has common aspects with both of these two types of uses, but is also conditioned by the fact that it is perceived as a learning or assessment activity. What is different about the use of wikis in the context of a course is that in the HE context, student learning and/or assessment activities conducted using wikis must adhere to such general principles of academic study as academic integrity, evidencebased argumentation, critical thinking and quality of sources (Elgort, 2007). However, students who are new to wiki-based learning, but who have used wikis in their private lives, are more likely to perceive them as a social software tool having little to do with academic rigour. Based on these prior experiences, when using wikis students may be inclined to give more weight to communicating an original opinion than to demonstrating that their opinions are based on sound research-based evidence, or to refer to web pages rather than journal articles, or to take a more relaxed approach to acknowledging sources (Elgort, Smith, & Toland, 2007). Thus a conflict may arise between students' approaches to wiki-based course work and lecturers' expectations in relation to the standards of student work in a university course. Furthermore, learning activities imply that students engage with information and resources using a particular learning environment (such as wikis) in order to

achieve a pre-defined learning outcome, and "it is the planned outcome which makes learning a purposeful activity" (JISC: Designing for eLearning). However, the idea of an externally pre-defined outcome is not easily reconciled with the ethos of wikis as social software (Elgort, 2007). Consequently, examples of university course that use wikis in assessed group projects can determine the context of an academic course, as well as the nature of the task and instructions given to students influence their decisions about the structure and navigational aspects of group project wikis.

Use of Podcasts as a Learning Tool

This section of the paper looks at how podcasts could be used for learning purposes in various subject areas and disciplines. In addition to enhancing practical experience and skill in using technological gadgets, the podcasts enable students to develop independent learning skills. There are six different models for using podcasts within th education domain. These are lecture support where the lecturer identifies a select group with which to work. The lecture support uses screen-casts, short summaries and video podcasting. Secondly, podcasts can be used to supplement field work during which the learners are based at a specific location from where they can hold interviews with an identified population of respondents. Thirdly podcasts can be used for practical lessons where visual guides to GIS software can be used in place of written instruction, video cast for specimens' examination. Topical issues can also be taught through podcasts such as the prevalence and prevention of the HIV/AIDS pandemic within a specific community. Podcasts can also be used as a means of assessment where students' podcasts instead of fieldwork reports. Podccasts can even be utilised when providing feedback to student assignments or assessments. The impact of podcasts on teaching/learning has been overwhelming. On learning the impact has been identified as providing flexibility and easier learner control where students are able to look at podcasts at their own time convenient to them and be able to do their work gradually and piece-by-piece thereby creating freedom of learning. Podcasts also provide a new and convenient way of assessing students. Additionally, podcasts enhance comprehension of subject matter and enable students to re-visit matter already learnt. Through the use of

podcasts students are able to capture informal knowledge, thereby helping cover knowledge gaps and missed material. It also promotes personalised learning experience of learners thereby inculcating an enriching learning environment. A virtue of the podcast system is that it is, to some extent at least, a push technology, contrasting with the pull technology that is characteristic of many internet applications. The podcasts are automatically delivered to the student; the student does not have to remember to fetch them each week. There are several lessons to be learned about the pedagogy of using podcasts. First, a podcast is (currently at least) an audio event only. It lacks the impact of an audio visual presentation. This means that podcasts should be short, and should contain material that is vivid and arresting, and supplementary to what has been covered in class. Secondly, the material delivered in a podcast should be provocative and should aim to make students think. Thirdly, it should be remembered that, immediately after listening to a podcast, the student will most likely listen to music. This means that thinking time needs to be included within the podcast itself. Do not be afraid to leave gaps ofsilence embedded in your podcasts. If you want your listeners to think about a question, give them time within the podcast to do so - they won't do it afterwards. Fourthly, the podcasts should be embedded in the curriculum; students should see that there is advantage to them in listening. In my course, this advantage was apparent in thatassessment was by way of a learning journal, and students knew they could get ideas for this journal by following thinking leads given in the podcasts.

Discussion questions:

1. What is Blog?
2. What is Podcast?
3. What is WIKI?
4. What are the benefits of using wikis, podcasts and blogs as a learning tool?

5. PRACTICAL: OPPORTUNITIES AND CHALLENGES OF DIGITAL TECHNOLOGIES

Plan:

- Introduction
- Technology in ESL classroom
- Opportunities
- Challenges
- Conclusion

Keywords: Technology, ESL Classroom, Motivation, Authentic Learning, Distraction, Thinking Potential

Introduction

Technology is no longer foreign to the earth's citizens. Technology has played its role in multiple fields of work, particularly in education. During the last two decades, the implementation of Information and Communication Technology (ICT) in language education has become a real topic of interest (Ahmed & Naser, 2015). The use of technology has become significant in the teaching and learning process in and out of class. Technology opens a window of improvement in language learning. Not only that, technology allows teachers to enhance classroom activities and language learning process (Ahmadi & Reza, 2018; Hashim, 2018). This shows that there is a brand-new era which assigns challenging responsibilities for modern teachers. The traditional teaching method has been changed drastically with extraordinary access to technology. The implementation of technology has provided options for a more interesting and productive teaching and learning sessions predominantly in language learning. According to Shyamlee and Phil (2012), technology has provided significant drivers for both social and linguistic change.

With English as an international language and its development around the world, English is used as a second language in a country such as India and Malaysia. To some people, English acts as their first language. English has become the

language for instruction and curriculum in many countries. As the number of English learners increases, new teaching methods have been implemented to test the effectiveness of the teaching process (Shyamlee & Phil, 2012). Language is one of the most substantial elements in communication. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication (Grabe & Stoller, 2002). Research has found multiple shreds of evidences of the use of information and communication technology (ICT) on students (Cakici, 2016). However, there are also negatives pieces of evidences of the use of technology.

Rosicka and Mayerova (2014) stated that the purpose of the new era of education is to make the current and upcoming generation active participants in society with the implementation of technology. Harwati (2018) stated that the current generation is being called digital natives as they have a high level of computer literacy. It would be utterly unimaginable if the new ear of education does not implement technology as a medium of communication and exchanging ideas (Ahmed & Naser, 2015). Using computers as learning tools can promote efficient learning when learners are engaged in knowledge construction, collaboration, and reflection (Rosicka & Mayerova, 2014). For the young technology-driven generation, the application of technology in teaching and learning sessions can bring more interest and motivation to learn. Hence, this paper reviews the highlights and challenges of implementing technology in an ESL classroom.

Technology in ESL Classroom

The use of ICT in the education field has been increasing (Rafiq & Hashim, 2018). Educational technologies promised to change the way teachers teach and students learn forever (Abunowara, 2016). The white canvas of language teaching and learning has experienced major creativity and changes over the decade with the emerging of a new era of education and technology. Technology has transformed the field of education, lower and higher education, which has a great impact on the field of English as a Second Language (ESL) teaching (Mansor & Rahim, 2017). As time changed, teachings changed too. In Malaysia, the changes begin in the

classroom where technologies are being implemented such as projectors, laptops, and wireless internet (Yunus, 2018).

The technology implementation is defined as "the process of determining which electronic tools and which methods from implementing them are the most appropriate responses to give classroom situations and problems" (Roblyer & Doering, 2010, p. 8). Computer-assisted language learning (CALL) has become normalized in the educational process (Bax, 2012). The key to a successful use of technology in teaching and learning session not only lies in hardware or software but also in our human ability as teachers have to plan, design and implement effective educational activities (Abunowara, 2016).

Educational multimedia is currently being used commonly in teaching and learning of English language (Yunus, Hashim, Embi, & Lubis, 2010). Another commonly used element in the digital era as part of technology would be social media. Social media augments the learning experience by allowing the learners and teachers to connect and interact in a more innovative and interesting way (Khan, 2015). Social media such as Facebook, Blog, Instagram, e-mail and Twitter provide a platform where users can interact and exchange ideas as well as to find answers through collaboration and discussion (Mansor, 2016).

With the help of technology, students' view on learning has shifted (Daniels & Pethel, 2005). New and more advanced technologies are not only transforming the way the students' view learning but also transforming the way "educators think about education and literacy" (Pilgrim, Bledsoe, & Riley, 2012: p. 30). "These tools are also continuing to grow and transform literacy instruction" and they also helping students to "internalize lifelong skills needed for success in this global society" (Saine, 2012: p. 45) Technology will not substitute great teachers but technology in the hands of great teachers can be transformational (Roy, 2019).

Opportunities

3.1. Source of Motivation and Interest

With the constant advancement of technology, many ESL teachers have adopted a more fun and interesting teaching techniques to ensure exciting lessons (Morat,

Shaari, & Abidin, 2016). Motivation is the key and has been known as one of the factors that influence success in second language learning. According to Ng and Ng (2015), motivation is known as s stimulant to achieve a specific target. Intrinsic and extrinsic motivation is the two types of motivation. Intrinsic motivation can be found within the individual and related to the sense of well-being whereas extrinsic motivation comes from outside the individual (Ng & Ng, 2015).

Porter (1991, as cited in Morat, Shaari, & Abidin, 2016) stated that the three important aspects related to motivation which are what energizes human behavior, what directs or channels such behavior, and how this behavior is maintained or sustained. Nowadays, teachers are using technology to enrich and enhance the comprehension of the course content (Hicks, Reid, & George, 2001). Implementing multiple types of technology equipment provides ESL learners a sense of freedom, motivation, and encouragement they need for the learning process (Roy, 2019). Technology equipment such as videos provide the ability to present in both audio and visual (Canning-Wilson & Wallace, 2000) is probably the reason why it is so popular as it can to increase the learners' motivation in which they perceived the teaching and learning session as interesting (Harmer, 2001).

Based on a study by Morat, Shaari, and Abidin (2016), the implementation of technology showed sustainability in the students' motivation to learn. A study conducted by Blachowicz, Bates, Berne, Bridgman, Chaney, and Perney (2009) to observe the technology used by the students, to observe the dynamics and teacher-centered choices in technology use, to look at the student learning and to learn about student and teacher perceptions and beliefs on technology. The results showed that the students were motivated and attentive when working in their task.

3.2. Authentic Learning

Authentic learning is no longer new in the era of digital education. Suggestively, educational researchers have concluded that the value of authentic teaching and learning activity is no longer constrained to learning in real-life locations and practice, but what benefits from authentic activity can be realized through design of Web-based learning environments (Lombardi, 2007). Software

visualizations, images, audio, and haptic bring thoughts to life (Lombardi, 2007). Many researchers have also revealed several important characteristics which added to the evolving and advancing authentic learning. Authentic learning is based on real-life and provides an authentic experience (Herrington & Kevin, 2007).

At the same time, many teachers have endeavored to use technology such as computers and videos to design an authentic learning experience for the students (Herrington, Reeves, & Oliver, 2007). As the number of English learners is increasing, many different teaching methods have been implemented to assess the effectiveness of the teaching process. The use of authentic materials in form of films, radio, TV has been in the education field for quite some time and these technologies have proved to be successful in language teaching and learning and replacing the traditional method (Shyamlee & Phil, 2012).

Multimedia teaching improves teaching content and makes the best of class time and halt the "teacher-centered" teaching pattern and expand class productivity. According to Shyamlee and Phil (2012), the utilization of technology and multimedia creates a more vivid, visual and authentic environment for English learning, stimulates students' initiatives and economizes class time and increase class information Jayanthi and Kumar (2016) stated that the implementation of technology bring positive impacts on language learning. It provides materials availability, improves students' attitude, brings authenticity to the classroom and it is student-centered. The availability of authentic materials such as images, animation, audio, and video clips facilitate presenting and practicing a language (Cakici, 2016).

Challenges

4.1. Restrict Students' Thinking Potential

It is obvious to say that technology has proven its effectiveness in language learning. However, along with other manmade teaching methods, it still has its flaws. Language learning may not require demonstrations through various steps but the tense and orderly atmosphere is formed through questions and answer between teachers and students (Shyamlee & Phil, 2012). In the common traditional method

of teaching, teachers would usually raise an impromptu question and guide the students on how to answer the questions. However, with the implementation of technology, students would rather find the answer online.

According to Yunus, Nordin, Salehi, Hun, and Embi (2013), the concept of ICT in education is that ICT enables information gathering, management, manipulation, access and communication in various forms. This shows that information is at the tip of our finger without having to think. It also disregards the emphasis and the importance of teaching. It disdains the students' thinking, inspiring their paths to think, and contemplating problems solving. Shyamlee and Phil (2012) continue by stating that students should be able to think innovatively and exploring questions and possible answers without having to have a know-it-all assistant. Multimedia should not be taking students' time for thinking.

According to Simin and Heidari (2013), the integration of technology can also limit other skills such as speaking communication. Technology may be a great medium for online interacting; however, it will decrease the speaking communication among students and teachers. The introduction of technology may include audio, visual, textual effect which fully meets the audio and visual requirements of the students and can increase their interest. However, it also results in poor communication among students and teachers (Shyamlee & Phil, 2012).

4.2. Possible Distraction and Misuse

There are countless things people can use when they are online. Students particularly can get distracted with the entertaining side technology has to offer. Surfing the internet without parental supervision can be harmful and dangerous for the students who are minors. Students who are digital natives tend to spend their upmost time on social media. Social media such as Facebook and Instagram can distract students from doing what they are supposed to do. When online, students can get easily distracted with the entertainment technology what computers have to offer. Other than that, technology provides the easiness of online plagiarism.

Boudjadar (2015) claimed that technology allows room for information from around the world where students can copy and paste from the internet. Gerard (2012)

stated that “although there is no evidence that web-derived plagiarism is any more widespread than other kinds, instructors are understandably concerned about the ease with which students can plagiarize, either intentionally or not” (Gerrard, 2012: p. 426). Claiming and copying other’s work pretending that it is theirs can never improve their work (Boudjadar, 2015).

Conclusion

All in all, technology has proven its significance to the education field. With the integration of technology, students can be motivated and they become more indulge in learning. Technology provides a more interesting classroom environment and attracts students’ attention. However, the implementation of technology in language learning has its disadvantages. Students may get distracted with the entertainment the technology has to offer. Other than that, they might misuse while using technology. Hence, the use of technology should be limited and students should be under supervision while using computers. This paper implies to all teachers who are planning to integrate technology in an ESL classroom. Future research can look into how technology affects students’ attitude.

Discussion questions

1. What are the benefits of integrating technology in ELT?
2. What are the drawbacks of using technology in ELT?
3. What are the Possible Distraction and Misuse of technology in ELT?

6. PRACTICAL. CREATING AND USING WEB PAGES AND WEB PLATFORMS EFFECTIVELY

Plan:

- Introduction
- Steps of succeeding in creating and using web sites and platforms effectively
- Conclusion

Introduction

This chapter will detail how teachers, administrators, and materials developers can prepare materials similar to that found on the author's *Randall's ESL Cyber Listening Lab* (www.esl-lab.com), a multimedia website designed to help ESOL students improve their English listening comprehension skills. The specific focus of this article is on the development of basic educational websites where the creators will be working with limited financial and technical resources. The actual implementation of these steps will vary depending on the nature and scope of the site.

Steps of succeeding in creating and using web sites and platforms effectively

Step One: Survey Existing Websites

First, conduct a detailed search of the Internet for websites that are trying to provide similar materials and accomplish the same tasks you have in mind. This will give you an idea of what is available online and help you to further develop your ideas.

Find out what has and has not been done in your area of interest by using search engines, reviewing collections of ESL/EFL links, participating in related mailing lists, joining a computer group, and attending conferences (see reference section). Also, conduct your own survey with students and teachers to identify their interests and needs. If you find a site with a similar concept, identify how it meets a

particular objective in that subject and what areas could be addressed a different way.

Step Two: Deciding on the Purpose and Objectives of the Site

Next, try to develop your ideas into a specific niche in one area instead of trying to cover too much. By doing so, you can prepare material that focuses on *depth*, not *breadth*, in content. Do not spread your work and energy too thin; find a specific area that has not been explored and build a site around that one theme. Use your background to *create*, not *replicate*, something that has already been done. Do something new.

Content is the most important thing for a good site, and no amount of graphic artistry or technology will take the place of poor content. Kelly (2000) provides useful pointers on techniques to balance substance, functionality, and design. Also, just because something can be done with technology does not necessarily mean it should be done or that it will suit the needs of learners. Simple tools and design usually will do the job.

Step Three: Determining Limitations and Users' Reactions to Technology

A good understanding of what can and cannot be accomplished online and clear objectives are needed if you want to contribute to online language learning. Two particular concerns deal with (a) the technology itself for creating web-based multimedia, and (b) the users' understanding and reaction to it.

Limitations

An early challenge was the technical difficulty of producing sound and video files that did not overburden limited computer and telecommunication resources. In the past, Internet users' only choice for audio files on the Internet were formats that could be 10 MB in size for every minute of stereo sound. To download and then play such a file required a great deal of time, and often your computer system would crash or freeze in the process.

Newer technologies emerged in the mid-1990s, including the development of streaming audio and video. The first RealPlayer was introduced by RealNetworks in 1995. Now, audio and video encoded in a variety of formats can be played as these files download, allowing for almost immediate playback. Also, *SMIL*, or synchronized multimedia integrated language, allows web designers to combine a multisensorial array of media including video, text, and background music into one online multimedia presentation.

Webpage authors often create sites and multimedia content primarily for these high-speed connections, without realizing that many users working on slower computers and Internet connections cannot view them. You must identify your audience:

- Are your users in a language lab at your own institution with a high-speed Internet connection, or are you targeting visitors from many different countries who are accessing the Web via slow dial-up modems?
- Are they using PCs or Macs? What operating system is installed on their computers?
- Does your site function equally as well on different computer platforms and browsers (e.g., Internet Explorer, Netscape Navigator, Mozilla, and Opera)?

Your potential visitors will influence how you create your online media.

Users' Reactions to Technology

Imagine that you have considered the technical questions above. How familiar are your users with computers and the Internet? Unfortunately, we often underestimate the complexity and limitations learners and teachers encounter in using computers, particularly in studying a foreign language (LeLoup & Ponterio, 1995; Warschauer & Whittaker, 1997). Thus, our efforts can be negated when navigating the technology overshadows and consumes actual learning time. Remember that users often will be struggling with the target language in addition to computer-related issues, thus producing anxiety to figure out how your site works. Websites need to be intuitive to help students benefit from the technology.

You should also consider these questions:

- Do you require visitors to download special software or plug-ins to use your site?
- If so, are they easy to use and is the language of the instructions within the linguistic and technological reach of your potential visitors?
- Do you spell out the system requirements on the site so visitors will know if the content will work for them?

Considering such questions will help you create a useful and user friendly place to visit.

Whatever technologies are used, the resulting content should be simple to maintain and update as the needs of users change and as the technology to create such pages evolves over time. Using technology can have a positive impact on the language learning process, but you need to keep your audience in mind.

Step Four: Securing the Right Equipment

Having the right equipment and software in the beginning to prepare your media will save you headaches later on because it is difficult to rescue poorly recorded sound files. There are several possible scenarios for capturing audio to your computer (from audio cassettes, CDs, mini-disks, portable mp3 devices, etc.), but my focus is on recording audio directly to your computer.

Sound Cards

Basic audio can be recorded on almost any computer. Some come with a built-in integrated chipset for handling sound or hardware (sound card) attached to the computer's motherboard. Basically, a sound card allows computers to input and output audio signals through speakers, microphones, and headphones. Unless you have high-end professional needs, your standard sound card in your computer might do. Look for a card that also provides line-in capabilities for a cassette player if by chance you are planning on capturing previously recording material from this source.

Microphones

There are variety of mics (e.g., handheld, headset, built-in, lavalier, shotgun) with different directional pick ups (omnidirectional and unidirectional). Omnidirectional mics pick up sound from every direction and can be good for group discussions or recordings with more that one speaker; unidirectional microphones respond to sound from the direction in which it is pointed, and it is better for interviews or talks with one speaker. Also, you might want to consider a pop screen to put between the speaker and the microphone to minimize cracks and aspirated pops produced during your recordings.

Speakers

Be sure to test your media on several output devices, and then test it again. Just because your file sounds great on a pair of external computer speakers is no indication of how it will sound on headphones, a computer internal speaker, portable CD speakers, and perhaps a classroom audio system. Again, try to provide the best quality for the largest possible audience of visitors.

Audio and Video Cables

Many people who buy quality microphones and video cameras use the cables that came with the equipment. Buying a set of quality cables is a good investment. Quality cables are designed to minimize the loss of signal from one component to another and dampen interference either from other outside electronic devices or vibrations produced by other equipment. Select cables that have good end connectors and are well-shielded (insulated). Also, remember that the less distance the signal travels the better. Choose the shortest cables possbile.

Step Five: Preparing the Content

Now, you need source material on which to base your recordings. You can either secure the rights to use existing materials, or you can develop you own.

Because of the time involved in writing original transcripts, many lean toward using previously-published for their recordings. You must keep in mind, however, that this material is usually copyrighted, and permission should be sought to use it, whether it be for personal, non-profit (e.g., educational), or commercial purposes. This is often true even if you do not see a copyright notice, and its absense does not give people free license to use it anyway they like. This could be true of any original work, be it an article, song, poem, or even perhaps some scribbling on the bathroom wall.

In addition, previously-published material may or may not have been specifically designed for language-learning purposes, and thus, might not be the most suitable content for your recordings. To avoid these issues, you might consider writing your own listening materials from the ground up, customizing them with English learners in mind, and at the same time, guaranteeing that the resulting content is yours to develop, customize, and promote as such.

For my website, I decided to create materials that would help learners develop their listening comprehension skills with focus on high-frequency, functional language topics. Key elements have been to:

1. try to prepare natural conversations without the contrived feel of a scripted recordings;
2. include a representative selection of North American voices from different gender and age groups (most publishers choose not to include children in their materials);
3. develop pre-listening, listening, and post-listening activities to help students prepare to hear and then recycle the vocabulary and topics as part of one listening activity.

Step Six: Recording and Editing Media Files

Next, you need to record your audio files, and there are a number of programs for Windows and Macintosh platforms that will allow you to accomplish this in various formats. Key features you should look for include:

- multi-track recorders which are useful for adding layers of sound effects and background music;
- the ease in editing and manipulating the files (e.g., changing the volume, adding fades, mixing audio tracks, trimming and cropping clips);
- support for importing and exporting various media formats (.wav, Windows Media Audio (WMA), RealMedia, mp3, and .mov);
- multiple-undo and redo capabilities in case you do not like like the most recent changes to the audio file.

It is a good idea to add the name of the clip and a copyright notice to the clip information which is shown as the RealMedia file plays.

I am currently using *SoundForge* (Sonic Foundry) which came packaged with my sound card, and it is a reasonably-priced program for PC users. *CoolEdit 2000* (Syntrillium) is another affordable option for the home-consumer market. Both of these programs allow you to encode directly to various media formats. Mac users can try *SoundRecorder*, *SndSampler*, or *SoundEdit*.

Yet, even if you have the right software, you need to know how to use it properly. There are some key ingredients in creating quality recordings, and the *RealSystem Production Guide* (2000) gives suggestions on how to accomplish this.

Step Seven: Encoding the Media Files for the Internet

Once you have recorded and edited your source audio, you are ready to encode it for the Internet. Basically, the encoding process reduces the size of the files. There are a number of technologies and audio formats for encoding media for the Internet, and RealNetworks.com is one of the leading presences for creating web-based media content. The rest of my discussion in this paper will focus on working with media type.

As mentioned earlier, the early challenge with media on the Internet was file size, resulting in very long download times. RealAudio/Video technology compresses the files by throwing out what it considers non-essential information,

particularly segments of audio at very high and low frequencies that you generally cannot hear anyway (*RealSystem Production Guide*, 2000).

Even if the files are small, problems with unreliable and slow internet connections have to be considered carefully. Too often, media files are created and then tested on high-speed Internet connections without thinking how they will playback on slower modems. Also, remember that just because your potential audience has a 56 Kbps (kilobytes per second) modem does not mean that the actual data will transfer at 56 Kpbs. Sometimes, the RealPlayer may stall or stop playing due to "packet loss" (i.e., the data, being sent in packets, is unsuccessful in traveling between the remote server and your player), or the audio data is being buffered or collected in the player before it starts. This congestion can be due to a number of factors, some which are beyond your control:

- the load on the remote server where the file is located
- the load on the local server that you use to connect to the Internet
- the geographic distance between your computer and the remote server
- the speed of the local computer-to-modem connection
- the communications software you are using

Keeping this in mind, you can use one of many *codecs* (**co**mpression-**dec**ompression settings) which are a part of some recording/editing software to create the media files for different connection speeds. The quality of the resulting sound depends on the codec used, from AM radio broadcast to near CD playback.

Codecs create media files for a particular bandwidth or data transfer rate. For example, a RealAudio clip encoded with a 16 Kbps codec uses 16 Kbps of bandwidth as it plays; a file prepared with a 96 Kbps codec (for LAN users) would play using 96 Kbps of bandwidth. With this in mind, ask yourself these questions:

- What type of Internet connections do the majority of my potential users have (e.g., a 56 Kbps modem, a Local Area Network, or LAN, Integrated Services Digital Network, or ISDN)?
- How reliable are the connections in that part of the world?

- Are your visitors charged fees from their ISP (Internet Service Providers) based on the amount of data transfer they consume in viewing your pages?
- How much does your own hosting company charge you for data transfer? (Generally, the more data that is transferred, the more expensive your hosting bill will be.)

Now, some of the recording software mentioned above has the ability to encode your source files directly into RealMedia format using various codecs. You can also use production tools from RealNetworks including *RealSystem Producer Plus* (commercial) or *RealSystem Producer Basic* (free). Both can encode media files, but the Plus version has a variety of useful features:

- it can create media files that will run on older versions of the RealPlayer;
- it allows you to edit, combine, and crop files you have already encoded in RealMedia format, including the clip information;
- it contains a bandwidth simulator for testing your files to see how they would play under different network conditions;
- it gives you complete control of the codecs for customizing the encoding process of your files.

The first point is particularly important because many visitors using older computers cannot upgrade to newer players even if they wanted to, and the basic version of the Producer will only encode for newer versions of the RealPlayer. Fortunately, other products like *SoundForge* will gives you the choice of encoding for older players. My final advice on the *RealProducer* is to stick with the basic version unless you need the extra benefits above.

Because many of my visitors are on extremely slow Internet connections, I encode my files using a range of codes from 6.5 Kbps to 20 Kbps. Thus, let us say a visitor is accessing my site with a 28 Kbps modem, and I have encoded the media file at 16 Kpbs: part of it is dedicated to decoding (playing) the media file, leaving 12 Kbps or so of bandwidth for users to surf between pages or compensate for a poor connection. Of course, there is a tradeoff between size and sound quality. Files created using codecs for slower connection speeds tend to sound muffled rather than

bright and crisp with higher codecs, but users would rather have something than nothing at all.

Test various sound files yourself at my audio test page (http://www.esl-lab.com/audiotest.htm) to hear the difference in quality and playback time. The original source file was recorded in stereo at a sampling rate of 44,100 kHz, 16 bit (near CD quality), and it was then encoded using three different codecs in RealMedia format.

Step Eight: Making the Media Available to Users Online

Hosting Your Files

The next step is to find a server. If you do not have access to a university or corporate server where you can upload your files, you will have to use a company to host, or store your files online.

A hosting company gives you space on their servers so Internet users can access your site, and you have two basic options: a shared or virtual server, or a dedicated server. With a virtual server, you are actually sharing one server with up to 250 other web sites. By sharing the computer's resources with others, the company can offer this service at a lower price to everyone, but your site may be affected along with other sites on that server if some of them are heavily accessed.

You could also use a dedicated server, that is, one site on one server. This gives you complete control over the operations of your site, but it can be expensive. If you are working with a large number of media files and you anticipate a lot of traffic, you might have to move to a dedicated server.

Two final notes: Companies that advertise unlimited bandwidth (translated into unlimited traffic) may have a clause in fine print stating that you can have it, but for a price (once you exceed so much traffic, then you have to pay more). Unlimited bandwidth does not necessarily mean it will be free. My suggestion is to begin with a shared server which suits almost anyone's needs. They are free or inexpensive, and will give you the needed experience if you decide to expand later

on.

Choosing Your Delivery Format

Now that you have created your RealMedia files, there are two basic methods for streaming them on the Internet: RealTime Streaming Protocol (RTSP) and Hypertext Transfer Protocol (HTTP), which most Web servers use to transfer and display graphics, text, and other media files.

RealNetworks (2000) sums up the basic differences between the two protocols:

"Designed specifically for streaming, RTSP enables RealServer to adjust streaming data to keep clips playing smoothly. When two clips play side-by-side, for example, RealPlayer communicates with RealServer about each clip's progress, indicating how much data it needs to keep playback synchronized. RealServer can then adjust the data flow to compensate for hanging network conditions, reducing low priority data if necessary to ensure that crucial data gets through. Communication like this is not possible through HTTP.

Web servers use HTTP to deliver Web pages and graphics. HTTP is designed to download small files quickly and efficiently. It is not suited for streaming large media clips, though. RTSP, which stands for 'RealTime Streaming Protocol,' is an industry-standard protocol that overcomes the deficiencies of HTTP for streaming media. RTSP enables RealServer and RealPlayer to stream long clips and compensate for changing network conditions."

So what does this mean for you? The above seem to discourage HTTP streaming, but you should realize that RealNetworks is targeting companies with high-end needs. Unless your hosting company provides free use of a RealServer, I would suggest the ease of HTTP streaming. It does not require any special server software to run, it is easy to use and understand, and it works well with many sites. Furthermore, using lower codecs for smaller (and faster) loading files tends to compensate somewhat for possible problems with Internet congestion.

Now, there are two ways of making the media files available on your site using HTTP streaming:

1. link your RealMedia file (.rm) directly to html page like other graphics and audio files (two files);
2. link your RealMedia file (.rm) to the html page with a .ram metafile, or reference file (three files).

The first method is actually not streaming at all, but rathers allows the user to download the file and then play it. It is, however, a simple method of delivering some clips. The html code in your document would look like this:

<HTML><HEAD>><TITLE>My Home Page</TITLE></HEAD><BODY>

<A HREF="test.rm">Download the RealAudio file</A>, then listen to it.

</BODY></HTML>

All you do then is upload your media files (.ra, or .rm) in binary code to your server using FTP (file transfer protocol) software. Many hosting companies also provide a way to upload your files directly from your web browser. When a visitor clicks on the link, the audio file will first download completely and then play.

The second method uses audio streaming technology and requires a couple extra steps to implement. In this case, you create a metafile (a text file with the .ram extension) that links the html document to the actual media file. The metafile contains just one line of text of the URL, or webpage address, to the media file. It does not contain any html code; just the one line. That is it.

When you click on the link to the .ram file in your html document, the .ram file tells the RealPlayer the location of the RealMedia file. The audio begins to play once the audio file reaches the player. Here are the specific steps:

1. Open a new text document in a word processing program or your html editor to create the metafile;
2. Write the URL of the audio file on the first line of the document. The audio file may either have the .ra (older) or .rm extension to identify it as a media file. Thus, if the audio file is named "test.rm," and it is located in this directory

("http://www.yoursite.com/"), the complete path (URL) in the metafile would be "http://www.yoursite.com/test.rm" as seen below. Do not forget to include "http://".

http://www.yoursite.com/test.rm

3. Save your metafile as a text document using the .ram file extension. In this case, the metafile's name would be "test.ram"
4. Reference your metafile as a hyperlink in your HTML document, and save the page (e.g., "test.html"). For example:
   <HTML><HEAD><TITLE>My Home Page</TITLE></HEAD><BODY>

   <A HREF="test.ram">Listen to the RealAudio file.</A>

   </BODY></HTML>

5. Upload your .ram file (test.ram) and webpage (test.html) in text format, and the media files (test.rm) in binary code to your server.

It is also possible to offer the same RealMedia file both ways. This allows those with faster connections to immediately begin listening to a streamed file while also allowing those who have a connection too slow for streaming to use the file by downloading the file before listening to it.

<HTML><HEAD><TITLE>My Home Page</TITLE></HEAD><BODY>

The Audio File:
<A HREF="test.ram">Stream it and listen right away</A> or
<A HREF="test.rm">download it, then listen.</A>

</BODY></HTML>

Step Nine: Playing the Media Files

Visitors have several options for playing your media files. RealNetworks offers a basic, free player and a commercial one with slightly-enhanced player controls and access to online media programming. Another option for listening to online media files and recording your own voice is the Divace Interactive Audio

Video Recorder, a commercial product by Divace Learning Solutions. Another company, Enounce (http://www.enounce.com/), has created a 2xAV Plug-in for RealPlayer. It is a commercial add-on that allows users to control the playback speed of the media files. This may benefit learners who would like to slowdown the speed of the audio.

If you (also) offer your files as downloadable files, Windows Media Audio (WMA), MP3, and RealMedia can be uploaded and played on a portable player. This way, users can review the audio away from the computer.

Step Ten: Troubleshooting Playback Problems

Even after you have created your media and have uploaded it to the Internet, there are times when things just do not seem to work as you expected, or they work for you, but not for your visitors. Based on my experience, there are a number of common problems visitors encounter when trying to play media. You can also consult the RealForum (http://realforum.real.com/c/s.dll/realforum/wwwthreads.pl) where you can ask questions and share experiences with others. Here are some commonly asked questions and answers:

1. "**I see a message popup on the screen when I try to play RealMedia files, asking me if I want to save or open the file. What does this mean?**
   The most probable cause is that you do not have the RealPlayer installed, and your computer is telling you that it cannot identify the file type ou are trying to play. Therefore, it gives you the choice of saving or opening it. Go to real.com and download the RealPlayer. You will not see that message again after you install the RealPlayer.
2. "**When I tried to play the audio files on a website, I get this message: 'Cannot connect to server, the link you requested may be inaccurate or out of date**.'"
   There are two possible reasons: (a) the audio files exist, but they are not correctly linked to the webpage, or (b) the files no longer exist or have been moved. Both problems have to be fixed by the webmaster of that site. The

older RealPlayer 5.0 identifies this as an Error #23.

3. "**After I click on a play button or link to start the audio, the RealPlayer opens, but nothing seems to happen. I see the word 'Connecting . . .' and then 'Buffering' at the bottom of the RealPlayer window, but I'm not sure what is happening.**."

   As mentioned in this article, the audio file must be transferred from the remote server (where it is located) to the user's RealPlayer, and the word "Connecting" indicates that the Player is trying to connect to the server and find the file. Once located, the process of buffering, or downloading and storing the data temporarily in the player, occurs before the audio plays. This initial buffering can last anywhere from a few seconds to minutes. You can configure your RealPlayer to buffer the entire clip or a portion of it, and by doing so, you can minimize the problems with the audio stalling during playback.

   1. Start the RealPlayer;
   2. Open the **View** menu and then choose **Preferences**;
   3. Click the **Connection** tab;
   4. In the Buffered play section; click "Buffer at least _____ seconds before playing";
   5. Enter *0* in the Buffer at least box.

4. "**Where can I find an online manual on how to configure and use the RealPlayer**?"

   You can find online manuals to versions 3.0+ of the Real Player at: http://service.real.com/help/library/players.html.

5. "**Why do I receive the error message, 'Connection to the serve has timed out, you might be experiencing network problems'?**"

   What is probably happening is that the amount of information you are trying to retrieve (the file size) is greater than the bandwidth of your Internet connection. Imagine that you have a bottle filled with water. The size of the opening represents the amount of bandwidth, or the amount of data that can

be transferred over your connection. Dial-up (telephone) connections have limited bandwidth. Now, the water you have in the bottle represents the actual data you are trying to pass through the opening. Since the opening is only so big, only so much water will pass through not matter how much pressure is applied. The same is true with the Internet. If your connection cannot handle the large file, you will receive the time-out error message.

Another problem could be that you are trying to listen to the audio files behind a company or school firewall, which is used to control access to the network. Fortunately, RealPlayer can still work in many cases through firewalls if you adjust some of the settings in the Preferences menu. Take a look at http://service.real.com/firewall/ for more information.

6. "**How can I save RealMedia clips (audio and/or video) to my computer so I can listen to them later offline?**"

   Content providers can determine whether they want visitors to be able to download and save media files for offline use. Many websites prevent downloads to protect the distribution and use of their copyright material. If the site links the media files directly to the Web page, instead of using the .ram file, then you can download it. Thus, if the audio file ends in the .rm or .ra extension (e.g., http://www.website.com/test.rm), then you can download it following these steps:

   0. Right-click the the link to the audio file on the webpage;
      1. Select "Save Link As" (Netscape) or "Save Target As" (Explorer);
      2. Choose the location where you want to save the file and click Save.

7. "**Where can I find an older version of the RealPlayer?**"

   In some cases, users find that a previous version of the RealPlayer works best with their older computers. You can download these from the Real Archive at

http://proforma.real.com/real/player/blackjack.html.

Step Eleven: Evaluating Your Work and Being Willing to Revise

Seeking comments from visitors and being willing to adapt, revise, or scrape ideas are key elements in developing an effective website. Do not expect to create everything just right the first or second time, and do not get too attached to every aspect of your original idea. Rather, encourage others to review your work and send you comments about your site. You can even prepare an online survey for visitors to respond about your materials. Such a survey is linked from my main page (http://www.esl-lab.com/survey/), and the results have helped me better target and customize my site.

In fact, one major benefit of working online is that educators can publish and then edit their materials quickly which is vital as their own teaching techniques and philosophy of education evolve over time and as the needs of their students change. With a traditional textbook, your ideas are set in stone until the next edition.

Conclusion

Perhaps the success of any website has to do more with the scope and goals of the project than the technology and financial resources invested in it. By finding and then developing a niche within the corridors of cyberspace, you can develop both depth and breadth to your ideas. I believe that practitioners have the greatest ability to have lasting impact on our profession, and I encourage them to develop their own web-based learning materials in the future

Discussion questions:

1. What are the impacts of using web pages in ELT?
2. Number steps of creating web pages
3. Why is it important for individual to create their web pages?
4. Why surveying the existing web pages are important to create the web pages?

7. PRACTICAL. THE ROLE OF TECHNOLOGY IN THE AUDIENCE AND BEYOND IN BLENDED LEARNING.

Plan:

- Blended Learning (BL) and the English as a Foreign Language Classroom
- Maximum Effective Use of Classroom Time: The Flipped Classroom Model
- Focus on Communication in the Classroom
- Focus on Preparation, Practice, and Consolidation Online
- Teaching in the Blended Context
- Blended Learning Changes Teaching Paradigm
- Teaching Experience Improved
- Changing Role Requires (more) Training
- Learning in the Blended Context
- Blended Learning Increases Student Efficacy for Learnin
- Motivation and Student Involvement
- Confidence, Autonomy, and Class Participation
- Leading Change and Life-long Learning Skills
- Recommendations for Further Studies

Keywords: Blended teaching, blended learning, EFL instruction, English learning, flipped classroom, student efficacy, student motivation, student involvement

Blended Learning (BL) and the English as a Foreign Language Classroom

Over the past two decades, research has been conducted on a shift in higher education (HE) course content delivery, instruction, and teacher-learner

interaction that occurs neither wholly face-to-face (F2F), nor entirely online, but rather within "the carefully designed synthesis of online and face-to-face learning incorporating a range of media based upon a sound constructivist pedagogical framework" (Buckley, Pitt, Norton, & Owens, 2010, p. 57). The synthesis, known as *blended learning*, can take on different blended forms—from mostly F2F, to mostly online, to a perfect 50-50 split. All definitions of blended learning, or teaching, implicitly recognize, however, that learner self-direction, active involvement, and motivation are critical (Johnson, 2014).

The shift towards student-centered learning and the increased adoption of online components as part of once traditional HE instruction formats has led researchers to the conviction that "in order to address some of the limitations associated with the exclusive use of e- learning [or F2F learning for that matter], there is a need to adopt a more 'blended' approach to learning" (Ituma, 2011, p. 59). The worldwide Laureate English Program (LEP) attempts to provide opportunities for the adoption and implementation of this type of approach for universities in the network.

New technologies, supporting a blended EFL instructional format, bring added benefits as well as challenges to the dynamic of language learning. Advantages include the ability to expand EFL learning beyond the time bound walls of the classroom. Web 2.0 tools (blogs, wikis, discussion forums, voice and video tools, flash files, etc.) allow for extended practice as well as instruction, which an EFL teacher can guide, monitor, and assess (Whyte, 2011). In addition to affording new types of online assessment opportunities through web 2.0 applications, these tools also allow for unlimited individual, peer-to-peer, small group, and whole group activities, projects, and assignments (Johnson, 2014).

According to So and Bonk (2010), however, blended teaching and learning engenders a complex and challenging new model for many teachers, as well as their students. The challenges for blended EFL instruction remain daunting for teachers because accomplishment at learning requires their students to become at least somewhat proactive and autonomous (Astin, 1999; Kuh, 2009). Not only must

university students break out of the mold of relative passivity that they may have acquired in K-12 formation, they must also overcome the nervousness often associated with second language (L2) acquisition (Awan, Azher, Anwar, & Naz, 2010). In order to facilitate the transition from minimal student engagement to success, teachers need to move beyond their own acquired—and generally traditional—instructional styles and to address personal reluctance to explore new methodologies, tools, and approaches to EFL teaching, such as blended learning.

Centered on the thesis that satisfied, motivated, and engaged students will learn a language with greater success in blended formats, in this interview-based qualitative study the researchers looked to the instructors themselves for insights into what teachers can do to increase the level of student satisfaction, engagement, and learning in the blended Laureate English Program (LEP).

Blended content coverage for students in the LEP has now become the model for teaching and learning at most Laureate universities, and the institutions are putting into place appropriate online and classroom curricular resources for language input, practice, and development (or are gradually doing so). The experience at many of these universities so far indicates that teachers spend relatively little time on the Learning Management System (LMS) platform in direct communication and engagement with their students.

Some teachers still feel the need to cover all of the course material in class, rather than online, in order to control the entire learning process. This teacher perception creates serious limitations to the overall potential effectiveness of a blended solution for language learning and often simply extends the transmission or behaviorist approach onto the LMS (Johnson, 2014). Senior (2010) emphasized that, instead of trying to cover everything F2F, teachers should focus on more general pedagogical outcomes and use technology as a means of virtually extending the classroom and concentrating on the learners' interests, requirements, experiences, and goals.

This approach to teaching aligns with the social cognitive or social constructivist frameworks that encourage the creation and facilitation of learning

environments in which instruction focuses on enhancing student self-regulation and motivation through proactive engagement with students throughout the course content (Astin, 1999; Baker, 2010; Kuh 2009; Ladkin, Case, Gayá Wicks, & Kinsella, 2009; Zimmerman, 2008). In effect, this approach seeks to shift the students' locus of control from external (teacher-centered) to internal (learner-centered) in order to enhance student self-efficacy and to reduce their anxiety or sense of helplessness in the face of EFL learning (Bandura, 1977). Student proficiency remains the goal— not covering every page of the course book in class. A blended instructional format adds value to EFL learning if students engage proactively with course content through the online platform allowing teachers to maximize F2F class time through communicative activities, facilitated by the course instructor, that foster spoken language production (Richards, 2010; Senior, 2010).

Maximum Effective Use of Classroom Time: The Flipped Classroom Model

By opening up possibilities for more student-teacher and student-student interaction outside of the classroom, new kinds of activities and communication become possible in F2F sessions (Senior, 2010). The goal of successfully integrating technology in the EFL courses at LIUs, through an online platform, as a means to increase the students' learning outcomes and overall satisfaction constitutes the most important long-term implication of the current study.

Research into blended learning is of critical importance in order to develop and further understand the impact and benefits of blended learning. The study discussed in this investigation is part of a larger collaborative initiative between Laureate Education and Cambridge University Press (LEP-CUP collaboration)[1]. This second phase of the research, completed in 2013, aimed to explore further the conclusions from phase 1 and set out to identify *effective* and *appropriate* best practice blended learning models within the network. A study was set up with 36 teachers, all experienced ELT teachers with differing levels of experience in blended language teaching, who took part in extended focus groups discussions sessions prompted by a series of questions (see Appendix A – Interview protocol).

These instructors teach in institutions in the following countries, Honduras, Spain, Peru, Chile, and Thailand, and represent a range of academic and regional cultures.

Responses from these groups of teachers indicated that a flipped classroom model is beginning to develop. A flipped classroom is one in which a good deal of instruction takes place online so that F2F class time can be used for productive and language reinforcement activities— all with the guidance and help of the teacher (see, e.g., Bergmann & Sams, 2012).

The authors of this study found evidence of changing approaches to language teaching, changes that are not without their challenges, but for a number of the teachers who participated in this research sample these changes are bringing considerable benefit to their teaching experience. These teachers are confident that technology is not there to replace them, but to support them in their teaching. With an open attitude towards technology, experimentation and innovation open new vistas on possibilities for information and communication technologies (ICT) incorporation in a BL environment. However, other focus group participants continued to struggle to achieve the flipped classroom dynamic with their students. Student autonomy was thought to be the major contributing factor to successful blended learning. From the teacher's perspective, many students have not yet reached the required level of maturity. When students do commit to an active, participative role in a blended learning EFL course dynamic, positive changes do indeed occur in the F2F context.

Focus on Communication in the Classroom

Teachers need to accept that blended instruction works. In a study conducted by Shibley, Amaral, Shank, and Shibley (2011), the results showed that BL proves more effective than F2F instruction alone. These authors stated that the appropriate alignment and purposeful integration of ICT and teaching strategies in a blended course can enhance both F2F and online student learning because it offers students "more structured learning opportunities outside of class than they have had previously [and this] increased time-on-task seems to improve learning" (p. 84).

Focus group feedback from this study indicated that when students take on

a more autonomous role and complete pre- and post-classwork assignments then the F2F class can be used for more communicative activities. Teachers can thereby put in-class time to better, more productive use and become increasingly student centred in their approach. For these teachers, BL creates more enjoyable F2F classes or, as one teacher stated, “no more boring grammar explanations,” and denotes a positive improvement for teachers and students alike. In a BL environment, classes tend to be more interactive than traditional teaching environment and, in one case, even bookless classes are possible. From the perspective of many teachers in this study, student participation in F2F classes has increased significantly in the BL format:

> The class becomes more interactive […] and participative. (Teacher H, personal communication). When you're in a classroom with thirty students with books and nothing else […] it's really quite hard to have the student led classroom. I've had to not take the lead. The students definitely take the lead now in the classroom. And it's exactly what we always say we should be doing. But the using blended learning has really made it easier and -possible to do that hundred percent. (Teacher P, personal communication)

Focus on Preparation, Practice, and Consolidation Online

For successful English language learning, the ability to extend the amount of time— through an Internet-based learning platform—for study, practice, and play with blended course content through guided practice outside of the classroom remains vitally important. An LMS can afford students an almost unlimited and highly convenient opportunity to engage with authentic linguistic input at a variety of levels and on multiple topics. The web 2.0 tools available within the LMS (blogs, wikis, forums, voice tools, and video interfaces, etc.) allow for collaborative and cooperative learning activities. But, simply putting EFL content for students to access *out-there* on the platform suggests an insufficient blended course design. Online content must become an integral part of the overall course in order to more readily achieve the learning aims of instruction. Teachers need to play a leading role in this integration and change their instructional methods in

ways that promote student engagement (Johnson, 2014). According to Whyte (2011), providing ICT resources to students becomes a relatively simple matter, but encouraging effective use of such materials requires "imagination and effort . . . [so that these resources] become an integral— normal—part of foreign language instruction in universities" (p. 218). The inappropriate or insufficient use of an LMS, on the part of the teachers or their students, must surely require a solution.

Often, teachers new to blended instructional formats feel that they are teaching or doing the same thing twice and, therefore, fail to engage fully with students in the online portion of a blended course (Nakazawa, 2009). The issues of time and resource management require consideration through the appropriate design and implementation of blended learning—and when teachers are clear about their roles and responsibilities. In this study, the researchers addressed the types and extent of engagement by teachers with their students through the online components of the LEP blended courses.

According to So and Bonk (2010), the design and implementation of blended learning environments require a clear integration between the two components of the course (F2F and online) in order to assure effective content delivery and knowledge transfer, and to fully support meaningful collaboration within and among members of the class group. This purposefully designed coordination fosters a sense of continuity and integration of the learning experience across and throughout the blended components of the course in a more holistic fashion. So and Bonk stressed that blended course designers should keep in mind and understand that the online platform does not replace the need for F2F teaching and learning but affords an opportunity to extend that interaction beyond the classroom in meaningful ways (2010). These authors stated, however, that some types of learning activities, tasks, or experiences stand better suited to online interactions than F2F. Instructors need not replicate or "teach the same thing twice" and must seek to design meaningful interaction in both spheres of a blended course so that "critical discourse episodes in face-to-face discussions are not lost and continue to develop online" (2010, p. 190). Teachers, as well as LEP leadership

and other university stakeholders, need to design and create the necessary conditions for the implementation of truly blended EFL courses throughout the Laureate Network (Johnson, 2014).

Through analysis of the transcript data collected for this study, the authors found that the participants had carefully considered which activity types should be left to the LMS and handed off to the students as pre–or post–F2F class work. These teachers noted that the LMS is better at some types of learning tasks (e.g., reading, writing, drilling exercises) and that there was really no need to conduct these activities in class or to teach the same thing again. The general tenor of the focus groups indicated that the LMS was very well suited for preparation and consolidation work so that F2F classes could be used for productive activities and communicative practice. Motivating and actually encouraging students to consistently undertake this type of online work in autonomous fashion was also seen as a major challenge.

Teaching in the Blended Context

According to Lewis (2009), "technology is nothing without a teacher and a plan" (p. 9). In a BL context, teachers working with students—and students spending a great deal of time on L2 acquisition—remains the basic dynamic. An LMS and other online components can strengthen the teacher-learner-content relationship, but will not do so automatically, and cannot turn into a replacement for the teacher (Doughty, Meaghan, & Barrett, 2009; Fang, 2010). As Garrett (2009) stated, "it will always be better for students to learn language in courses led by well-trained language teachers than to attempt to do so independently, no matter how good the materials" (p. 726). A strong sense of teacher presence and the need to establish strong rapport with and among students in the online portion of BL courses is necessary in order to reduce anxiety and promote more effective L2 acquisition (Salcedo, 2010; Senior, 2010). Language learning is a social, as well as an academic, skill learned by way of personal interactions where the L2 becomes the primary means of communication (Johnson, 2014).

For the most part, teacher participants in this study only assigned the online

automated marked activities to their students on the LMS, and little attention had been paid to the web 2.0 tools available through the platform. The teachers recognized that incorporating these tools into the learning process would benefit the students and would allow instructors to interact in more meaningful ways with them (Johnson, 2014).

The teachers openly admitted that their own participation and engagement with students online had been minimal—for the most part not going beyond that of checking the students' progress in the automated exercises of the LMS. Teachers realized that the time spent with students in the F2F portion of the blended course holds vital importance for the production and practice of the language. Unfortunately, some teachers still currently use up much of this F2F time in covering the basics of grammar and vocabulary instruction (content delivery), repetitive activities (drilling), and a limited amount of group work activities (time permitting).

Blended Learning Changes Teaching Paradigm

There are multiple roles in blended or online teaching (Yuksel, 2009), and the inadequate clarification of these roles in blended courses confuses both teachers and students (Ocak, 2011). Even though students must conscientiously self-regulate their own learning, instructor monitoring of online work proves essential to the effective and seamless delivery of educational resources in support of F2F teaching and the enhancement of online participation by learners (Knight, 2010; Kupczynski, Stallone Brown, & Davis, 2008). The external guidance on the part of instructors who actively engage with their students in the online portion of a course shows particular importance if students are to succeed (Artino, 2008). The way that instructors choose to conduct this guidance can take many forms (tutoring, coaching, managing, facilitating). In each case, the teachers own particular role will often be a reflection of their F2F demeanor, interaction, and connectivity with students as well as their particular technical and technological skills and competencies (Senior, 2010; Vlachopoulos & Cowan, 2010; Yuksel, 2009). The findings of this study show this tendency to hold true for LEP teachers as well.

According to Vlachopoulos and Cowan (2010), all of the above mentioned approaches and roles can be more-or-less effective in e-moderation (i.e. the process of managing the communication of others online, Coghlan, 2001), depending upon various factors of a given course. Although no established best practice for online instructor interaction has come to the fore, one cannot overstress the importance of teacher engagement in timely communication with their students in the different venues of a blended course. Again, enhanced teaching presence both on- and off-line proves crucial to support student engagement with blended course content (Artino, 2008; Senior, 2010). The concept of teacher presence becomes vital and may increase course attendance and boost learning, especially for reluctant learners (Hsu & Sheu, 2008). Low student attendance in the F2F component of the blended EFL courses at some LIUs concerns teachers and administrators alike (Johnson, 2014).

Teaching Experience Improved

For some of the more *mature-adopters* of the LEP, teaching has become more rewarding with BL. Teachers can focus *on the fun parts* when students are autonomous and confident enough to engage in relevant self-study through the LMS. Effective teachers reduce student anxiety through the development of a community of learners and through personalized, learner- focused teaching in both online and F2F settings (Richards, 2010). Cooperative learning among students results from a teaching strategy that requires helping one another to create an atmosphere of mutual achievement, collaboration, support, encouragement, and praise in order to increase proficiency and reduce anxiety in an EFL course (Awan et al., 2010; Suwantarathip & Wichadee, 2010). Blended learning offers instructors an opportunity to deal with the changing roles of teachers in the 21st century and requires a reconceptualization of the "valuable part they play in supporting the learning opportunities of their students in our progressively interconnected world" (Senior 2010, p. 146).

Changing Role Requires (more) Training

For this study, the researchers had assumed that appropriately-trained

teachers, who believe they are competent and effective educational providers, are likely to demonstrate confidence in their instructional practices in most settings. Külekçi (2011) stated that "teacher efficacy beliefs [fostered in teacher-training programs] are regarded as an important criterion in increasing . . . productivity and motivation during the teaching and learning process" (p. 247). Many preservice or inservice teacher training programs, however, often fail to prepare their teachers to integrate technology into their teaching, which leaves them unprepared for the challenges of computer-based or blended instruction (Sayadian, Mukundan, & Baki, 2009). Furthermore, many teacher training programs generally focus on preparing teachers for service at the primary and secondary levels of education and do not pertain to instruction in HE, where faculty often have little or no training regarding teaching and the facilitation of learning (Johnson, 2014). Throughout the LIU network, many EFL instructors do not receive preparation in the use and incorporation of ICT in their teaching practice as part of their initial, preservice, formal training. A key issue for the focus group participants in this study was the perceived gap in their training. For example:

> I would also say from the perspective of […] just the teaching and starting to use blended learning one of the challenges has definitely been that because not many of us has actually been educated as teachers […] using blended learning uh when we went to university so it's been quite a handful to adapt to it. (Teacher L, personal communication)

Reflection on this lack of preparation, as part of ongoing teacher training programs can begin to address the question of what constitutes adequate training for inservice LEP teachers in order to "function in the sociocultural context in which they will work" (Peacock, 2009, p. 261). Recommendations for professional teacher training and further studies are proposed at the end of this paper. In any case, as Lewis (2009) has indicated, technology training should be regular, consistent, "given in small doses . . . (kept) to under an hour (and held) frequently" (p. 22).

Learning in the Blended Context

An LMS allows teachers to monitor and track the student learning process and to intertwine the social and academic domains (Dang & Robertson, 2010). Using the data-mining information gathered from an LMS and, depending on the results, adjusting motivational and teaching practices to accommodate low or insufficient usage can allow teachers to help reduce their students' anxiety (Nakazawa, 2009) and to become more efficient learners (Hershkovitz & Nachmias, 2009). Of course, students can always attempt to cheat the system—a practice referred to in several of the focus groups—and blended programs require mechanisms that minimize fraudulent behavior (Joseph, Watanabe, Shiung, Choi, & Robbins, 2009). However, teachers have no reason to suspect that student deception will be commonplace, especially if attractive and motivating online content exists—and the teachers know the students in their class rooms and can recognize the style of their submitted work online (Johnson, 2014).

Blended Learning Increases Student Efficacy for Learning

Foreign language learning anxiety constitutes a major affective barrier to successful L2 acquisition. Awan et al. (2010) stated that this common anxiety "is not something to be ignored or considered a problem for students to deal with on their own" (p. 56). The formation of a Community of Practice among teachers comprises an important step for evaluating and improving teaching practice in dealing with this issue. Inviting students to take an active part in the learning community also becomes essential. Blended learning platforms (through web 2.0 tools, for example) can give teachers and students an opportunity for simulated real-life practice in oral and writing skills in a less anxiety-ridden setting thus allowing for more confident L2 output (Cheng, Hwang, Wu, Shadiev, & Xie, 2010; Salcedo, 2010). One of the major ideas of the international LEP—for the development of the online platform, as a component of an overall blended learning program— was to provide anxiety-free venues for students to practice in without fear of making mistakes or suffering ridicule (Johnson, 2014).

A review of relevant literature, and input from focus group participants in

this study, demonstrates that the challenges associated with blended EFL programs are widely experienced. Many students from non-English speaking countries face issues of reticence, resistance, and anxiety when confronted with the urgent necessity to acquire some minimal level of English language proficiency. The introduction of online, blended, or other forms of hybrid EFL course content delivery has not suddenly, overnight, resolved these matters. However, the literature demonstrates that the ability to extend student access to course content and increase opportunities for meaningful student-to-teacher and student-to-student interaction in productive EFL activities outside of the traditional four walls of the classroom through a blended learning program offers a potentially groundbreaking advance in the area of EFL instruction (Johnson, 2014).

Motivation and Student Involvement

Motivational factors play a pivotal role in the amount of individual student participation in an LMS and can indicate the type of learners they are. Astin (1999) and Kuh (2009) have been quite emphatic on this point. Astin's theory of student involvement encouraged teachers to focus their attention on how motivated students seemed and how much time and energy they devoted to learning rather than what they accomplished (1999). Student involvement becomes the focus of concern, rather than any particular set of resources, specific course content, or preferred pedagogical techniques. Getting students to engage proactively in the learning dynamic can increase both their learning outcomes and their satisfaction. Careful consideration of the quality of student effort, the time and energy students invest in relevant learning tasks, and their purposeful interaction among peers and teachers throughout a blended course, constitute important components in the worldwide LEP in need of attention (Johnson, 2014). Kuh (2009) stated that "today *engagement* is the term usually used to represent constructs such as quality of effort and involvement in productive learning activities" (p. 6). In the present study, as previously noted, the researchers found that some LEP instructors have discovered ways to enhance student-teacher engagement with blended EFL course content, and with one another.

Research has demonstrated that active participation and cooperative learning in the EFL classroom effectively lowers student anxiety and increases proficiency. However, raising student participation largely depends on the skills, capabilities, imagination, and efforts of the instructor in order to increase the success and effectiveness of an online delivery platform (Koenig, 2010; Whyte, 2011). Teachers must believe that more active student engagement remains possible and that they are capable and proficient change-agents who can make a difference in student motivation (Johnson, 2014).

Confidence, Autonomy, and Class Participation

Establishing instructor presence throughout all contexts of the blended EFL courses of the LEP takes on the highest priority in order to expect greater learning success with both the younger and older student populations at Laureate institutions. In the classroom, more interactive activities among students, (b) with the teacher, and (c) through technology-based components as a group accomplish this requirement (Johnson, 2014). Online, teachers need to help build student confidence by accompanying them through tasks that are *just within reach* in terms of complexity in order for them to build their sense of self efficacy and gradually become more autonomous in their learning (Joseph et al., 2009; Wlodkowski, 2008). The LEP offers this possibility to teachers who choose to take advantage of it.

Many of the teacher interviewees in this study felt that their students lacked the autonomous motivation required to engage in meaningful practice and study online. They also indicated that time management turned into a critical factor. The teachers remarked that students had sufficient time (even though the responses mentioned student responsibilities to family, work, and dedication to other, academic major-related subjects) but did not take, or schedule, the time necessary to engage with EFL course content outside of the classroom. The teachers saw poor time management as a cultural issue resulting, for the most part, from:

- a lack of learner autonomy,
- negative experiences with EFL learning before coming to the university,

- an unclear sense of the importance of EFL for professional development,
- a student perception that online study and practice was simply make-work and not an integral part of the learning process, and
- impatience with slow-to-load applications through the LMS (see also Johnson, 2014).

Other teachers, however, felt that their students were becoming more autonomous through BL and indicated that the newfound, independent learning afforded through the LEP gave students a sense of confidence in F2F sessions and independence outside of the classroom, in real-life situations.

Learner autonomy remains a multifaceted capacity recognized and addressed in the particular social context of EFL courses at the university level (Dang & Robertson, 2010). Learner autonomy has much to do with an individual student's innate, personal, cognitive, and learning styles for tackling the challenges of EFL (Srichanyachon, 2011). But, blended instruction can potentially help teachers facilitate learning for all students. On one hand, an LMS allows students to initiate their own learning processes without exclusive overreliance on the teacher (Dang & Robertson, 2010). On the other hand, language learning denotes a social phenomenon that requires some basic level of human-to-human interaction. According to Nakazawa (2009), "some [EFL] skills can be acquired through self-study … while other skills need to be learned through the experience of interacting with other people along with the guidance of a teacher" (p. 406). Primary among these, stand the productive skills of speaking and writing in which human assessment, accuracy, and feedback remain unmatched by online programs (Fang, 2010; Shih, 2010). Web 2.0 does offer voice tools and writing platforms, such as wikis and blogs requiring a high degree of human interaction and may offer a partial solution to this challenge (Wichadee, 2010). However, an overreliance on technology for L2 acquisition could lead to student boredom or a strong sense of isolation and a felt lack of essential academic support (Genc Ilter, 2009). A truly blended EFL program at participating LIUs could help to resolve some of the multifaceted challenges of English language learning (Johnson, 2014).

Thoughtful BL course design will prove essential to achieving a more student-meaningful and teacher-supported blend that all participants can embrace.

Leading Change and Life-long Learning Skills

Even though respondents stated that some of their students take LEP classes just to get a minimum passing grade, BL can help others to continue learning when the teacher is unavailable. Time remains the most important factor of all in language learning. Currently, according to some of the teacher participants in this study, many LEP students do very little work online outside of the classroom and attend classes irregularly. This situation creates a pressing concern for all involved and requires imaginative ways to tackle it. Giving students (not teachers) the opportunity to spend more time on EFL instruction remains the goal of the LEP. Inviting teachers to air and discuss their multiple perspectives on F2F and online experiences in blended LEP courses throughout the network can lead to new ideas and potential best practices, improving both the learning experiences and outcomes of these courses. This study offered teachers another opportunity to become change managers for students who need to acquire the autonomous, life-long learning skills of the 21st century (as well as sufficient EFL proficiency) as they transition into professional life. The scope of this study cannot address and solve all of the issues involved in this process, but it provides a step towards that end. The study did offer LEP teachers, as a community of educators at their respective institutions, a chance to discuss solutions in reiterative fashion. Typically, according to Kotter, leading and managing change becomes "a long term process" (as cited in Quinn et al., 2012). Quinn et al. (2012) further stated that, "[u]nlike industry, however, we have opportunities in higher education to restart the process of change with each new student cohort entering into the . . . learning environment" (p. 26). This study provided an occasion to rethink and reinvigorate the vision for (and culture of) blended EFL instruction at selected LIUs (see also Johnson, 2014).

Creating the conditions for a high level of student motivation and satisfaction can act as a counterweight to the challenges of a blended approach and can prove crucial to the process of successful learning (Woltering, Herrler, Spitzer,

& Spreckelsen, 2009; Wu, Tennyson, & Hsia, 2010). Bolstered by overall student motivation and satisfaction, a sustained, continuous, and persistent engagement by students over time no matter the modality can become an attainable goal (Kocoglu, Ozek, & Kesli, 2011).

Recommendations for Further Studies

The time and effort that university students spend gaining skills in English as a foreign language (EFL) have critical impact on their success in learning the language (Whyte, 2011). In general, students who engage more with the task of learning EFL attain higher levels of language competence. The LEP-CUP collaboration is beginning to bear fruit in the goal towards stronger learner engagement in some of the more *mature-adopter* institutions. Over the last five years, and during the course of this study, the researchers have learned a great deal about blended learning. The problems and issues identified through interviews with teachers in some of the local settings and surrounding blended instruction have been echoed in the findings and conclusions of other international researchers. Investigation into the delivery and assessment of course content through blended formats has become an important and emergent field of study. Many universities are looking for ways to expand their enrollment and to control costs while, at the same time, maintaining or increasing academic quality. Blended programs present an attractive and viable solution to this challenge, when thoughtfully implemented, and decision makers are searching for evidence and experience-based proposals to that effect (Johnson, 2014).

In this inquiry, the researchers have discovered some emerging best practices for blended instruction at several participating institutions. Other universities continue on a steep learning curve to discover ways that BL can add value to the teaching and learning dynamic. The LEP- CUP research collaboration will continue to accrue and analyze more data in further studies. For now, these findings may serve as an aid to decision making by LIU-LEP leadership on possible future directions for their local EFL programs. Allocating budget for continuous teacher training and professional development programs on the topic

of BL is recommended. Defining and specifying the vision for language learning as part of a university-wide policy statement at LIU schools would also help to clarify roles and expectations of LEP teachers and students alike.

Regarding directions for future research in light of the findings of this study, it is recommended that follow-up studies, both qualitative and quantitative, should concentrate on:

- the students' understanding and perceptions of the blended EFL teaching and learning environment in order to address issues that create resistance and negatively impact their engagement,
- the dynamics of blended learning rather than blended teaching in order to address student needs, and
- longitudinal-comparative research on student EFL learning outcomes across the network between and among the various regional institutions.

In addition, the LEP leadership at participating institutions might consider challenging individual faculty members to explore inquiry in their own classrooms—using basic research designs (e.g., pre-post, single subject)—and the international LEP should consider crafting a student survey or other instruments to guide and direct further development of blended learning (Johnson, 2014).

Discussion questions:

1. What is Blended learning
2. What are the benefits of all Blended, Traditional and Online Learning?
3. What are the drawbacks of all Blended, Traditional and Online Learning?
4. What skills will be improved with all Blended, Traditional and Online Learning?

I. 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.

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

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