

Innovation in Language Teaching

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INTRODUCTION

Innovation is an attempt to bring about educational improvement by doing something which is perceived by implementers as new or different. In this module “innovation” is used interchangeably with the term “change.” Examples of innovation in language education over the past few decades include new pedagogic approaches, such as task-based language teaching; changes to teaching materials; technological developments, such as computer-assisted language learning; and alternative assessment methods, such as the use of portfolios. A further major strand of innovation concerns the expansion of language education in various EFL contexts; In Indonesian context for example, English in the school sector starting increasingly early at elementary school level. The study of innovation in language education began to generate particular interest only from the 1980s onwards, with important early contributions including Kennedy (1988) from a UK perspective and Henrichsen (1989) from a US one. Before that time, the complexities and challenges of introducing educational change were often underestimated or insufficiently problematized.

In recent decades, interest in the topic of innovation has grown substantially, particularly in general education in the work of scholars such as Michael Fullan (e.g., Fullan, 2001) and Andy Hargreaves (e.g., Hargreaves, 2003), and also in language education, as evidenced by recent books: Murray (2008), Alderson (2009), and Wedell (2009). The recent innovations in the area of language teaching and learning are related to computer and followed by the invention of internet with the World Wide Web. In this early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world, have become central to language practice.

In this module we are going to discuss some important innovations related to Information Communication Technology (ICT).

- *The Learning Activity 1 will discuss the early invention in language learning, language laboratory. You will get the opportunity to discuss the relevancy with our current situation.*
- *The Learning Activity 2 will discuss the issues on early development of technology and Computer Assisted language Learning (CALL) in relation to its history and methodology. You will get the opportunity to discuss the language learning theory, methodology and their relation to innovation.*
- *The Learning Activity 3 will discuss the inventions related to the Internet and language teaching. You will get the opportunities in exploring them and connect with the classroom activities especially web 2.0.*
- *Learning Activity 4 will focus on the invention in smartphone and you will have the opportunities to discuss the benefit for learning English.*

The activities in this module will guide you to deepen your understanding of important innovations in ELT and relate them to learning and teaching English. Having finished this module, you are expected to be able to;

1. Understand the development of Language Laboratory.
2. Discuss general term such as behaviorist CALL, communicative CALL and integrative CALL.
3. Discuss the benefits of innovation in ELT
4. Understand the connection of CALL software and learning theory
5. Explore appropriate web-based resources for supplementary teaching materials.

LEARNING ACTIVITY 1**Innovation in Language Teaching****Points to Ponder**

Think of the innovation using technology, started with the invention of Language Lab, Video, CD for Language learning. What is the greatest innovation in language learning and why? How do these innovations influence methods and approaches in language learning?

The Early Invention of Technology for Language Learning

Foreign language learning lends itself naturally to the use of media. Linguists stress the primacy of speech over writing in language: children can listen and speak before they learn to read and write and all languages of the world are spoken, but not all have a writing system. Accordingly, foreign-language educators have been heavily involved in the use of audio equipment. They welcomed the first audio device, the phonograph, and have immediately adopted other advances in audio technology such as magnetic tape and digital media. (Delcoque, Annan, & Bramoullé, 2000).

The year 1946 is considered to mark the beginning of the modern language laboratory movement (Hocking, 1967; Koekkoek, 1959). The labs at Louisiana State University (Hocking, 1967) and the University of Laval in Quebec City, Canada (Kelly, 1969), were built that year. The earliest entry in annotated bibliography of the “modern” language laboratory is a reference to a phonetics laboratory. The major technical development of note during that decade was the audiocassette (Dodge, 1968). The advantages of cassette were a lower price and that smaller, lighter machines could play it. However, it did have the drawbacks of lower fidelity and greater difficulty of editing by cutting and splicing. The quality of sound was eventually improved, and the editing problem was not sufficient to prevent the cassette from replacing reel tape in language labs in the 1970s. Machines with a repeat or skip-back function came on the scene at this time as well. This feature permitted students to easily replay a tape segment, and thus was well suited to dictations and audio-lingual listen-and-repeat drills.



(Traditional Language Laboratory)
The Evolution of the Language Laboratory:

There were not many articles discussing the language Laboratory as tool for language learning, like when we are discussing Computer Assisted language Learning (CALL). Holmes (1980) was the last article on the language laboratory ever to be published by the leading organ of the field, the *Modern Language Journal*. Labs had their vocal defenders to be sure (Jarlett, 1971), and those who offered constructive suggestions (Couch, 1973), but frank avowals of their problems (Altamura, 1970) and their need for revitalization (Strei, 1977) were prominent. Stack's book on language laboratories did not go through any more editions after the third in 1971, and the new edition was focused on the pedagogical use of the lab and anticipated Ely's (1984) and Stone's (1988).

A turnaround in the decline of the language lab could be seen from the early 1980s. The lab of the 1980s was not to be limited to audio technology. Nineteen eighty-three, the year after *Time* magazine named the computer the "machine of the year," saw the founding of the Computer Assisted Learning and Instruction Consortium (CALICO). This group was dominated by language educators. It should not be thought that the invention of the personal computer in the late 1970s was solely responsible for the interest in computer-assisted language instruction. Mainframes had already been much used for this purpose, most notably in the PLATO system at the University of Illinois. Computers were welcomed for their potential, but cautions were

issued about the need to avoid the unrealistic expectations associated with early language labs and the need to learn other lessons from language lab history (LeMon, 1986; Marty, 1981; McCoy & Weibel). In 1988 the reinvigorated IALL published the first of several monographs dealing with learning-center design and pedagogical use (Stone, 1988) and in 1989 started producing several “video tours” of facilities around the country. By 1989, Otto could write that “language laboratories have been redefined as multimedia learning centers that deliver computer and video services to faculty and students in addition to familiar audio resources” (1989, p. 38). A new name for facilities often went with the expanded media offerings: some variation containing the words language, learning, media, resource, and center became widespread (Lawrason, 1990).



(Traditional Language Laboratory)

A further sign of the broadening of focus of language laboratories in the 1980s was the new attention given to reading and writing. The reader will recall that the early labs were devoted solely to the “sound” skills of listening and speaking. Personal computers, which became popular in the 1980s, first made their entrance into the language laboratory because they could handle the “paper” skills of reading and writing. A prime example of reading software was the popular Language Now! series produced by the Transparent Language Company. The Syst`eme-D writing assistant program, winner of

the 1988 EDUCOM/NCRIPTAL Higher Education Software Award (Garrett, 1991), of Heinle & Heinle Publishers came into extensive use and major research was done on its effectiveness (Bland et al., 1990).

That computers were to occupy center stage in the language laboratory is not surprising. After all, computers are omnibus machines that can provide audio, video, text, and interactive written exercises. Moreover, the Internet now provides equivalents to the shortwave radio that language educators made some use of from the 1920s, and an approximation of the satellite television programming that became popular in the 1980s. There is a universal standard emerging: “there is one certainty: we know that all current technologies are converging into one digital environment” (Scinicariello, 1997, p. 186). There was speculation on LLTI and in professional gatherings that because so many students were buying computers and networking was installed on all university campuses, that perhaps the language laboratory should go “virtual” (Pankratz, 1993). Quinn (1990) describes the transition of the language laboratory brought about by the computer.



(Modern Computerized Language Laboratory)

What is the future of the language laboratory? Will it cease to exist? At least its name seems destined to change: “the term language lab is obsolescent, a form of shorthand that represents a variety of entities responsible for delivering technology-based language instruction. New names like ‘language media center’ or ‘learning resource center’ attempt to reflect new goals and new technologies” (Scinicariello, 1997, p. 186). Whatever they be called, it is probable that no two places will look alike: “There is no ideal language lab for the twenty-first century” (Scinicariello, 1997, p. 186).

Surely language laboratories represent the single largest investment and installment of audio resources in education. It is no accident that the foreign-language teaching community has been heavily involved in using audio. Audio has face validity in foreign language instruction simply because much of language use is oral/aural. Granted, there has been concern that the reading and writing skills might be neglected in methodologies that make much use of recordings such as audio-lingualism. The second largest investment is computer to support the teaching and learning.



EXERCISE

To check your understanding of this first activity, answer all the questions below.

Do you think the language laboratory will remain popular as an important tool for language learning? Why?

Please explain why computer will definitely become the center of stage of the language laboratory? Why?



SUMMARY

1. The invention of phonograph can be considered as the early innovation in the area of language teaching and learning. The followed by more advanced such as magnetic tape and digital media (Delcoque, Annan, & Bramouille', 2000).
2. The use of audio cassette then developed into modern language laboratory. The advantages of cassette were a lower price and that smaller, lighter machines could play it.
3. A turnaround in the decline of the language lab could be seen from the early 1980s. The lab of the 1980s was not to be limited to audio technology. Computers were welcomed for their potential, but cautions were issued about the need to avoid the unrealistic expectations associated with early language labs and the need to learn other lessons from language lab history (LeMon, 1986; Marty, 1981; McCoy & Weibel).
4. Computers become the center of the language laboratory and provide audio, video, text, and interactive written exercises.

Moreover, the Internet now provides equivalents to the shortwave radio that language educators made some use of from the 1920s, and an approximation of the satellite television programming that became popular in the 1980s.

5. Audio has face validity in foreign language instruction simply because much of language use is oral/aural. Granted, there has been concern that the reading and writing skills might be neglected in methodologies that make much use of recordings such as audio-lingualism.



FORMATIVE TEST 1 _____

- 1) What are the advantages of having traditional language Laboratory (audio only)?
- 2) What classroom activities should be replaced by activities in traditional language Laboratory (audio only)?
- 3) What approach in English Language Teaching was popular when traditional language Laboratory (audio only) was invented?

You have to consider the following;

- Some schools (in remote areas) do not have language laboratory or they have problem in getting the listening materials.
- Some schools still practice listen (to the teacher) and repeat (what the teacher said)

LEARNING ACTIVITY 2

Computer Assisted Language Learning

Points to Ponder

Think of the development of Computer as a “smart” machine in Language Learning, what teachers do with stand-alone computer at that time. Then think of activities that can be generated when computers are connected with Local Area Network (LAN) and also the era of web 1.0.

After talking about the invention of Language Laboratory for language learning and its development, now we are going to discuss about Computer Assisted Language Learning. Computer Assisted Language Learning and Computer Assisted Language Instruction intend to apply the computer in the learning process to provide the teacher with an additional learning enhancing tool. The term Computer Assisted Language Learning emerged in the 1980s and originated from the earlier used term of Computer Assisted Language Instruction. The reason for this change was the close association of CALL and the outdated teacher-centred approach, which drew heavily on behaviourism rather than the currently developing learner-centred approach. While CALL was considered the approach entailing “repetitive language drills” and was “referred to as 'drill and practice’” (Warschauer, 1996:3), CALL widened its scope, embracing the communicative approach and a range of new technologies. By the end of the 1980s, a new term was created TELL (Technology Enhanced Language Learning), which is now considered an alternative to CALL, and which was felt to describe the activities and issues connected with CALL in a clearer and more detailed fashion.

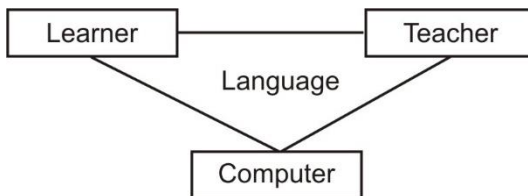


Figure 1.

A Model of the Three Main Components is the CALL Classroom (Son. 2000)

A. SOME REASONS OF WHY CALL IS USED IN ELT

Before discussing CALL it is necessary to know why CALL is used in ELT. Research and practice suggest that, appropriately implemented, network-based technology can contribute significantly to:

1. Experiential Learning

The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information is presented is not linear, users develop thinking skills and choose what to explore.

2. Motivation

Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student's motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.

3. Enhanced Student Achievement

Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

4. Authentic Materials for Study

All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.

5. Greater Interaction

Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

6. Individualization

Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.

7. Independence from a Single Source of Information

Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.

8. Global Understanding

A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel citizens of a global classroom, practicing communication on a global level.

After discussing the significant contributions of CALL, it is necessary to know its relation with pedagogical theories. According to Warschauer & Healey (1998), there are three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage corresponds to a certain level of technology and certain pedagogical theories.

B. BEHAVIORIST CALL

In the 1960's and 1970's the first form of Computer Assisted Language Learning featured repetitive language drills, the so-called drill-and-practice method. It was based on the behaviorist learning model and as such the computer was viewed as little more than a mechanical tutor that never grew tired similar to drilling in the language laboratory. Behaviorist CALL was first designed and implemented in the era of the mainframe and the best-known tutorial system, PLATO, ran on its own special hardware University of Illinois. It was mainly used for extensive drills, explicit grammar instruction, and translation tests (Ahmad, et al., 1985).

Objection arose from developments in thinking on the nature of language learning which rejected Skinner's behaviouristic model with its roots in animal behaviour. The impetus to this fundamental change came from the work of Chomsky, in particular his review (1957) of Skinner's Verbal

Behaviour. Another critique of behaviouristic CALL contends that all CALL courseware and activity should build on intrinsic motivation and should foster interactivity -- both learner-comp and learner-learner (Stevens 1989).

There are some reasons why these programs have not been rejected completely;

1. repetition is beneficial and even essential to learning (computer is an ideal tool)
2. immediate feedback
3. students can work at their own pace and acquire these skills outside class to free up class time for communicative activities
4. efficient record keeping
5. motivation



(Typical behaviorist CALL activities)

There are some freeware available to create language learning programs. One of the software that still popular up to now is hotpotatoes (can be downloaded at <https://hotpot.uvic.ca/>). Other similar software available in the internet among others;

1. Yacapaca; <http://www.educatorstechnology.com/2012/04/free-tools-to-create-and-administer.html>. Yacapaca is a great web tool for educators.

It allows teachers to have access to a plethora of already made quizzes. We can also make our own using the provided tools there.

2. QiuZMeOnline;
<http://www.educatorstechnology.com/2012/03/quizmeonline-great-resource-of-free.html>. QiuZMeOnline is a great website. This is basically a social network for students where they can create and take pre-made quizzes. It is really a great learning tool for students for they can also be able to take notes, create their own flashcards and join study groups. The features offered;
 - a. It is free
 - b. It is easy to use
 - c. It has a user friendly interface
 - d. It helps students study for a quiz
 - e. Teachers can use it to create their own quizzes
 - f. It also lets users create and share flashcards
 - g. It also allows students to take notes and create study groups
 - h. It provides study guides for students to learn about a certain process.
These study groups can include images, links and YouTube videos.
3. Learnclick; <http://www.learnclick.com/>. Learnclick is cloze quiz creator, a powerful and flexible, yet easy to use tool for creating online gap-filling exercises as well as drag & drop, dropdown and multiple choice quizzes.
4. Easy World of English
<http://easyworldofenglish.com>
An attractive, user-friendly website including grammar, pronunciation, reading and listening practice and an interactive picture dictionary.
5. Many Things
<http://manythings.org>
This website includes matching quizzes, word games, word puzzles, proverbs, slang expressions, anagrams, a random-sentence generator and other computer-assisted language learning activities. The site also includes a special page on pronunciation, including practice with minimal pairs. Not the fanciest or most beautiful website, but with lots to see and use and no advertising.
6. BBC Learning English
<http://bbc.co.uk/worldservice/learningenglish>

An array of wonderful activities for practice, some relating to current events. Includes videos, quizzes, vocabulary practice, idioms, cross words, and much more, though all with British accents.

7. Activities for ESL Students

<http://a4esl.org>

Grammar and vocabulary practice for all levels, including many bilingual quizzes for beginners. Also includes a link for teachers, with conversation questions, games, and many other ideas to put to use in the classroom.

8. ABCYa

<http://abcya.com>

This is a website for kids, but who says adults can't use it, too? The site includes educational games organized by grade level, from 1st to 5th, and is particularly good for spelling and phonics. There are games to practice vowels, uppercase and lowercase letters, Dolch sight words, synonyms and antonyms and more.

9. TV 411

<http://tv411.org>

This site includes videos with native speakers explaining key reading concepts like critical reading, summarizing and scanning, and key life skills like signing a lease and reading a medicine label. Following each video is a comprehension quiz. Click on the blue tabs across the top lead for lessons on reading, writing, vocabulary and finance.

10. GCF Learn Free

<http://gcflearnfree.org/everydaylife>

A well-designed site with interactive tutorials for everything from operating an ATM machine to reading food labels. If you click on the main page icon and then click on reading, the site has resources for English language learners as well, including stories to listen to and read along, and picture dictionaries.

11. Language Guide

<http://languageguide.org/english>

This is an online picture dictionary, with everything from the alphabet to parts of the body to farm animals.

12. Oxford University Press

http://elt.oup.com/learning_resources

This site from Oxford University Press has activities to practice spelling, grammar, pronunciation, and listening. A bit difficult to navigate, so more suitable for advanced learners and savvy internet users.

C. COMMUNICATIVE CALL

Communicative CALL emerged in the 1970's and 1980's as a reaction to the behaviorist approach to language learning. Proponents of communicative CALL rejected behaviorist approaches at both the theoretical and pedagogical level. They stressed that CALL should focus more on using forms rather than on the forms themselves. As stated by Warschauer (1996:4), it was John Underwood, who in 1984 proposed a series of "Premises for 'Communicative' CALL" (Underwood, 1984:52). These premises include:

1. focusing more on using forms rather than on the forms themselves;
2. teaching grammar implicitly rather than explicitly;
3. allowing and encouraging students to generate original utterances rather than Just manipulating prefabricated language;
4. not judging or evaluating everything the students nor rewarding them with congratulatory messages, lights, or bells;
5. avoiding telling students they are wrong and is flexible to a variety of student responses;
6. using the target language exclusively and creating an environment in which using the target language feels natural, both on and off the screen;

In the case of communicative CALL, Warschauer (1996:5) also elaborates on the direction that CALL took during this period by saying that new models of computer usage were implemented, such as,

1. Computer as a tutor (Taylor, 1980) model was still widely used, though the emphasis was put on skill-practice exercises rather than the drill format.
2. Computer as a workhorse (Taylor, 1980) or computer as tool model involved the use of tools that were not specifically created with the purpose of language learning but rather the already present tools such as digital dictionaries, word processors, spelling and grammar checkers, desktop publishing programs, and concordances should aid the learner in understanding the language.

3. Lastly the third model, computer as stimulus (Taylor, 1980) involved the use of applications to initiate communication among students. Again, instead of specially designed language learning tools other applications were used, including games of different kinds.

These models do not form an absolute distinction and can be combined to create a composite effect. As an example of that, a typical workhorse program like a word processor can be used to initiate a discussion among students thus rendering it a part of the computer as stimulus model. By the end of the 1980s the approach received a considerable amount of criticism. It was seen as if CALL was failing to fulfil its potential and the computer was being used in an ad hoc and detached way, which meant that it did not contribute to the marrow of teaching, but served as a marginal device. The criticism of CALL allowed for reassessment of the communicative approach and with the coming of new technology and mindset educators sought for ways to create more advanced, integrated uses of the computer (Warschauer 1996:6).



(Typical Communicative CALL activities)

Some useful Communicative CALL to be explored;

a. *Learn English*

<http://learnenglish.britishcouncil.org/en/>

Learn English online with the help of this free website from the British Council with games, stories, listening activities and grammar exercises. You can search for your favourites or have a look at the site map to find out where everything is.

You will find lots of listening activities and video content in Listen & Watch. We also have a Grammar section, IELTS exam practice materials and materials about Business & Work. To improve your academic writing, visit Writing for a Purpose.

b. *Simcity (Simulation Games)*

<http://www.simcity.com/>

With their realistic animation, complex scenarios and impressive interactivity, computer simulation games might be able to provide context-rich, cognitively engaging virtual environments for language learning. However, simulation games designed for L2 learners are in short supply. As an alternative, could games designed for the mass-market be enhanced with support materials to allow students to enter and make use of them for learning? This classroom-based investigation looked into whether the bestselling game The SIMs™ could be rendered pedagogically beneficial to university-level ESL learners by means of supplementary materials designed to meet criteria for CALL task appropriateness. The mixed-methods study found statistically significant improvements in vocabulary knowledge, as well as a generally positive reaction to the modifications among users.

c. *Dave's ESL Café*

<http://eslcafe.com>

A forum for both ESL teachers and students around the world, includes quizzes, grammar explanations, and discussion forums for students. For teachers, includes classroom ideas on all subjects as well as discussion forums.

d. *The California Distance Learning Project*

<http://cdlponline.org>

Read and listen to a news stories on topics including working, housing, money and health, then work on activities based on the stories including matching pairs, vocabulary, and quiz questions. Some stories also include videos.


d. *WebQuest*

<http://myhero.com/teachersroom/lessonview.asp?id=1>

The goal of this webquest is to enable high beginning - intermediate ESL students to explore MY HERO while practicing English in a meaningful way. Students will practice reading comprehension, vocabulary, and summarizing.

<https://llc.unm.edu/ideas/webquest-projects.html>

You can try creating a web quest at <http://webquest.org>



Home	<h2>Welcome</h2> <p>You've arrived at the most complete and current source of information about the WebQuest Model. Whether you're an education student new to the topic or an experienced teacher educator looking for materials, you'll find something here to meet your needs.</p> <h3>Announcing: The WebQuest Research Consortium</h3> <p>Are you a doctoral student or faculty member interested in conducting research on WebQuests? You're invited to join a new informal group to exchange ideas, collaborate and co-author. We can capture data as QuestGarden users create their own WebQuests that open up interesting lines of inquiry about the planning process teachers use. Write bdodge@mail.sdsu.edu to learn more.</p> <h3>What is a WebQuest?</h3> <p>A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The model was developed by Bernie Dodge at San Diego State University in February, 1995 with early input from SDSU/Pacific Bell Fellow Tom March, the Educational Technology staff at San Diego Unified School District, and waves of participants each summer at the Teach the Teachers Consortium.</p>
Find WebQuests	
Create WebQuests	
Share WebQuests	
Useful Resources	
Community	
Research	
Bookshelf <small>NEW</small>	
News	
<p>Latest news:</p> <p>October 28, 2008: WebQuest 101. A series of short introductory videos has been developed by SDSU Professor T. J. Kopcha. You'll find them here.</p> <p>October 22, 2008: WebQuests and Web 2.0? This webinar conducted by the Discovery Education Network features a</p>	

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About SDSU

WebQuests originated at the San Diego State University Department of Educational Technology. Information is available about our **Masters and Distance Programs** as well as **COMET**, the new online Masters Program specifically designed for California teachers

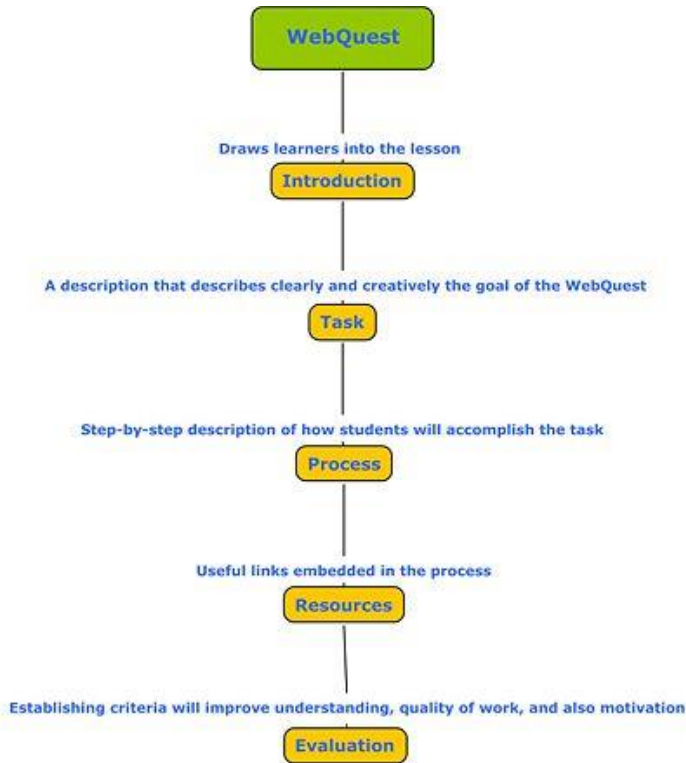


(Sample of available webquest)

<https://llc.unm.edu/ideas/webquest-projects.html>

WebQuest 1. For the first project, Teixeira asked students to plan a trip to Brazil. The students were to book a hotel, go sightseeing, eat out, buy gifts - everything people typically do when they travel to a foreign country. At the beginning of the class, students were given handouts with all instructions and a topic-related questionnaire. They worked in pairs or in groups of three to fill out a trip-plan template and to produce a PowerPoint presentation describing and analyzing their trip. During the next class the students presented their trip plan in front of the class. The activity was very engaging: some students showed up for the presentation dressed for Brazilian beaches. They also showed pictures of themselves with surf boards and in elegant suits for the night clubs.

WebQuest 2. For the second WebQuest students explored traditional Brazilian celebrations. Again they worked collaboratively in pairs or in groups of three following the same format of topic-related questionnaires and PowerPoint presentations. The questions included the origin of the celebration, music, customs, male and female costumes, and other typical elements of the celebration. Students presented their work to each group so they could learn from one another. The presentations included personal reflections about the topic, pictures, videos and songs.



(The steps in using Webquest)

D. INTEGRATIVE CALL

The last stage of computer-assisted Language Learning is integrative CALL. Communicative CALL was criticized for using the computer in an ad hoc and disconnected fashion and using the computer made a greater contribution to marginal rather than central elements' of language learning (Kenning & Kenning, 1990: 90). Teachers have moved away from a cognitive view of communicative language teaching to a socio-cognitive view that emphasizes real language use in a meaningful, authentic context. Integrative CALL seeks both to integrate the various skills of language learning (listening, speaking, writing, and reading) and to integrate technology more fully into language teaching (Warschauer & Healey, 1998). To this end the multimedia-networked computer provides a range of

informational, communicative, and publishing tools that are potentially available to every student.

There is a wide range of on-line applications which are already available for use in the foreign language class. These include dictionaries and encyclopedias, links for teachers, chat-rooms, pronunciation tutors, grammar and vocabulary quizzes, games and puzzles, literary extracts. The World Wide Web (WWW) is a virtual library of information that can be accessed by any user around the clock. If someone wants to read or listen to the news, for example, there are a number of sources offering the latest news either printed or recorded. The most important newspapers and magazines in the world are available on-line and the same is the case with radio and TV channels.



(Group work in Integrative CALL)

Another network-based EFL activity could be project writing. By working for a project a pupil can construct knowledge rather than only receive it. Students can work on their own, in groups of two or in larger teams, in order to write an assignment, the size of which may vary according to the objectives set by the instructor. A variety of sources can be used besides the Internet such as school libraries, encyclopedias, reference books etc. The Internet itself can provide a lot of “food” for thought. The final outcome of

their research can be typed using a word processor. A word processor can be used in writing compositions, in preparing a class newsletter or in producing a school home page. In such a Web page students can publish their project work so that it can reach a wider audience. That makes them feel more responsible for the final product and consequently makes them work more laboriously.

Integrative CALL stresses these issues and additionally lets learners of a language communicate inexpensively with other learners or native speakers. As such, it combines information processing, communication, use of authentic language, and learner autonomy, all of which are of major importance in current language learning theories.



EXERCISE

To check your understanding of this first activity, answer the following questions.

1. Is behaviorist CALL still needed for Indonesia learners? Why?
2. What problem will you encounter if you are using webquest for your teaching?
3. Will you use videos from youtube for your teaching? How will you use them?



SUMMARY

Why CALL is used in ELT

1. The World Wide Web makes it possible for students to tackle a huge amount of human experience.
2. Student's motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.
3. Students can use various resources of authentic reading materials either at school or from their home.
4. EFL students can communicate with people they have never met. They can also interact with their own classmates.

Behaviorist CALL

Computer Assisted Language Learning featured repetitive language drills, the so-called drill-and-practice method.

1. repetition is beneficial and even essential to learning (computer is an ideal tool)
2. immediate feedback
4. students can work at their own pace and acquire these skills outside class to free up class time for communicative activities

Communicative CALL

1. focusing more on using forms rather than on the forms themselves;
2. teaching grammar implicitly rather than explicitly;
3. allowing and encouraging students to generate original utterances rather than just manipulating prefabricated language;
4. using the target language exclusively and creating an environment in which using the target language feels natural, both on and off the screen;

Integrative CALL

1. Integrative CALL seeks both to integrate the various skills of language learning (listening, speaking, writing, and reading) and to integrate technology more fully into language teaching (Warschauer & Healey, 1998).
2. Multimedia-networked computer provides a range of informational, communicative, and publishing tools that are potentially available to every student.

**FORMATIVE TEST 2** _____

Answer the following questions.

- 1) What are the advantages of behaviorist CALL in English Language Teaching and Learning?
- 2) Why behaviorist CALL was criticized?
- 3) What can be offered by Multimedia-network computer in English Language Teaching and Learning?

Please consider the following;

- Drilling and repetition are still needed in learning any language up to certain level of competency.
- The Multimedia-network definitely offers more than just drilling and repetition.
- There are possibilities for students to practice their English with their friends using some materials provided in the Multimedia-network.

LEARNING ACTIVITY 3**Web 2.0****Points to Ponder**

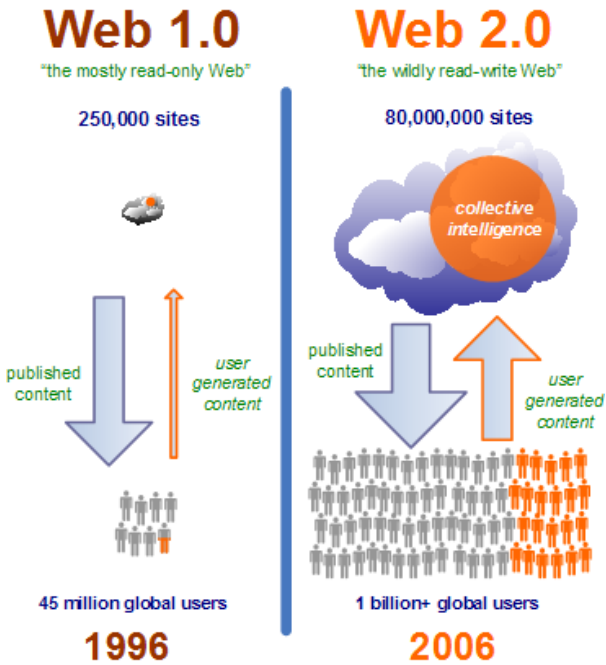
Think of the development of internet and the use of social media, such as facebook and twitter where everyone can write on internet. Think of the development of microblogging, personal blog, and youtube. Think of how people doing collaboration in Wikipedia.

After discussing integrative CALL, now we move on to discuss Web 2.0. The term Web 2.0 is given to describe a second generation of the World Wide Web that is focused on the ability for people to collaborate and share information online. Web 2.0 basically refers to the transition from static HTML Web pages to a more dynamic Web that is more organized and is based on serving Web applications to users. Other improved functionality of Web 2.0 includes open communication with an emphasis on Web-based communities of users, and more open sharing of information. Blogs, wikis, and Web services are all seen as components of Web 2.0. (Tim O'Reilly).

As mentioned, Web 2.0 tools are common and are being used by many in classrooms as well as in the home environment. Although familiar to most English speaking students, there are many second language learners with minimal experience using Web 1.0 tools and minimal knowledge and experience working with Web 2.0 applications. Web 1.0 is considered to be the first version of the web because it enabled a small number of users to create content for a larger number. For example, teachers as well as students view internet sites created by web designers; however, they may little experience designing a web site of their own.

Web 2.0 and related tools engage users and encourage active communication and collaboration. Web2.0 includes blogs, podcasts, iBooks, Wikis, YouTube, Teacher Tube, and social networking sites such as Facebook, MySpace, and Twitter. Web 2.0 tools are the second-generation Internet applications and include the following characteristics:

1. used as productive materials where we can get, share and access to numerous referential materials from the other professionals in and around the world
2. facilitate interactive information sharing and collaboration like by forming into different clubs and communities
3. share and exchange idea with the experts of their own professionals.



(The number of Web 2.0. users)

It is the Web 2.0 tools that work especially well with second language learners because of the skills involved in use. For example, blogging encourages writing, reviewing, and responding. Wikis enable students to use language learning strategies and skills in conducting research and creating entries. By using the social networking sites the teachers can plan for short assignments and enrich their lesson plan by reference and also they can share if any innovative idea occurs to them. They can ask for feedback from others about their materials. In this tool Individual participation and posting of individual contribution in the forum is the primary effort which comes into existence.

The most striking issues of Web 2.0 is namely facilitating cooperative/ collaborative work, providing learning opportunities via learner-centered modes outside the class, increasing student participation, enhancing motivation, sharing knowledge, developing awareness of digital literacy, helping student, teachers teach better in the future and expanding their

professional repertoire. It confirms that teachers as well as the students believe that the use of Web 2.0 technologies at the service of language learning/teaching support the applications of trends in language learning/teaching such as informal learning, social constructivism, learner involvement and cooperative learning.

One of the most effective learning theories today, co-operative learning can be described as “a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific” (Panitz, 1996, p. 2). As an inevitable consequence of the shift from teacher-centered instruction to learner centered instruction, teachers tend to share the authority with their own learners. This obviously fosters the development of collaboration and cooperation between learners and the teacher. In this connection, the use of web technologies at the service of education allows learners to access any kind of information, ideas, documents, and experiences regardless of the border and the time. This, without doubt, triggers collaborative learning among learners (Frederick, Lillie, Gordon, Watt, & Carter, 1999). The second-generation net tools like blogs, wikis, podcasts, RSS (Really Simple Syndication) and social networking sites have a great contribution to collaborative learning environments where learners co-work on different kinds of projects (Selwyn, 2007). The concept of informal learning is all that is learned throughout life in day-to-day processes at home, work and leisure (Mason & Rennie, 2007). Employing two main categories namely intentionality and consciousness, Schugurensky (2000, p. 2) offers three various forms of informal learning, namely self-directed learning, incidental learning, and socialization. Once the characteristics of informal learning are considered, it is evident that Web 2.0 technologies create great opportunities for learners to experience this kind of learning. New technologies facilitate the design of online communication and information exchanges to empower the learners and create an enriched social learning landscape. Language learners are reported to mostly spend most of their time online doing a lot of language learning tasks outside the classroom. Student and teachers also report that Web tools can increase students’ involvement in the learning.

A. WHAT CAN BE DONE WITH WEB 2.0?

1. Listening

In countries where English is a foreign language like Indonesia the learners do not get access to the English language as it is. The teacher can use you tube videos or other sites on the internet which provide both the video and the audio content. The video can be downloaded and the teacher could use this for teaching listening comprehension. At the same time the proper pronunciation of the language, tone and rhythm also will be known to the student. The student can also download it and listen to it regularly at his own pace, time and place.

Moreover the student can also listen to different accents and can learn to respond and differentiate between them. The opportunities available in Web 2.0 make the learner- centered acquisition of skills in listening comprehension in a technology-mediated environment a reality for the first time.

2. Speaking

Language is primarily speech. Students can see the videos of dialogues or clippings for movies and learn the expressions. Video clippings make the students to grasp the impact of setting, culture, body language which has a strong impact on communication.

In the learning of pronunciation too, the computer is very useful. The student can practice repeatedly to acquire the right pronunciation; it would be very tedious for the teacher to do this repeatedly. The students have to pronounce or type in exactly the answer the computer expects because the computer can only accept the answers it has been programmed to accept. This limitation is very useful in practice because it provides motivation for the students to use the language as accurately as possible.

3. Reading

In the process of searching for information and chatting or surfing the web, computers provide an opportunity for incidental reading. The computer can also be used to design reading comprehension exercises using the multiple choices to fill in the blanks exercises. Software is yet to be developed to evaluate a written paragraph. Some sites are provided specifically for comprehension so if the students get into those sites and they

can read some materials with proper accent and pronunciation as per their own standards also.

4. Writing

The mechanics of writing can be practiced well using the computer. It is easy to type and later to edit a document without rewriting the entire document. In this process, online dictionaries, thesaurus can be used with ease and efficiency which help to better ones writing. We have software that corrects the written work of the learners – Spell check, identification of errors of grammar and vocabulary are done by the software itself. Vocabulary stocks can be increased by reading more and more from different people and also the social networking sites which gives the opportunity to post one's own thought in their own words and read the other's post and tweet where they might have written with good English phrases. With the web 2.0 there are lot of things to be done with listening, speaking, reading, writing, grammar and vocabulary in a creative manner with the mentioned different websites.



(Facilities offered by web 2.0)

B. LIST OF WEB 2.0 TOOLS FOR LANGUAGE TEACHING

www.blendspace.com: Blendspace is a kind of a content curation tool. It is an easy-to-use tool for creating lessons including multimedia elements in a few minutes. It allows teachers to create a lesson by combining a great variety of resources.

www.padlet.com: Padlet, a virtual notice board, can be used in a variety of ways depending on the creativity of the language teacher. Unlike real notice-boards, padlet allows students to post stickiest with multimedia elements. Teachers and students can also export "the digital wall" they created in a variety of formats including pdf, image, csv., etc. and share it via social media sites.

<http://scoop.it> : Scoop.it is a content curation tool by which you can publish online publications like an online magazine. Language teachers can use this tool in a variety of ways including classroom projects. It is so simple to create a professional-look online magazine.

www.livebinders.com : Livebinders is a tool that is used for compiling internet resources. You can organize them in a variety of formats. Language teachers can determine different web pages and their content in multiple formats in line with the objectives of the lesson. In other words, teachers can prepare a guided tour on the internet related to the subject of the lesson.

Google drive (forms, documents) : Google drive is a cloud-based storage service for storing all kinds of documents. Teachers can use form and document sections of google drive in a variety of ways. They can create quizzes and lessons including multimedia elements by using google forms. They can also use document section of google drive for collaborative projects.

<http://vialogues.com> : Vialogues is a tool for creating a video-based discussion. Language teachers can use this tool to create lessons around video. Teachers can also add polls and quizzes and comment on the video lesson. Students can post comments related with the video.

www.voxopop.com :Voxopop is a web based audio tool that allows users to record their speaking on a given topic. Teachers can use this tool especially for discussions. It is an engaging tool for developing speaking skills of the students using voice recorded answers of them on a given discussion topic. Other students can also listen to the these voice recorded answers of their classmates It can also contribute to participation of those students who are shy or unwilling to participate in the class discussions..

www.lessonwriter.com: Lessonwriter is a website for creating reading lessons. English language teachers can paste a text that they determine for use in class. This tool automatically generates vocabulary, pronunciation, word roots and grammar support to help students. Exercises and questions related with the given text can also be added. Teachers can also have full

control in creating the reading lesson from scratch. Lesson writes also provides a lesson plan to the teacher.

There are so much to do with web 2.0 and make use of it in your teaching and come out with excellent innovation and most importantly with lots of entertainment and interest by not being restricted to classroom but allowing the digital minds to act and execute outside the normal boundary of the classroom. Today's employers look for individuals with effective communication skills in reading, writing, speaking, and listening skills. In the Classroom students communicate daily by texting and posting on Facebook pages and other social media avenues to stay in touch with friends.

Teachers can help students make the connections between their recreational writing and the kinds of writing they need to become successful beyond the classroom. It's important to stay aware of the digital world students live in as we design learning experiences to cultivate important skills. The diverse variety of Web 2.0 tools allow students to create products, such as videos, podcasts, interactive posters, cartoons, and share them online with others to see. To build effective communication skills, students must learn to communicate using digital media and environments to support personal and group learning, share information efficiently and effectively using appropriate digital media and environments.

The students should be able to communicate their thoughts and ideas clearly and effectively to different audiences using various media and formats. These skills are at the core of every organization. It is crucial that the present teachers help students build this vital set of 21st century skills. Web 2.0 tools can provide authentic audiences for students' writing. The teachers should lead to an environment where students write for their peers, sharing information online, discussing and commenting with one another – a community of actively engaged readers and writers.



EXERCISE

To check your understanding of this first activity, answer all the questions below.

Please mention some benefits of web 2.0 for teaching

1) reading

- 2) writing
- 3) listening
- 4) speaking



SUMMARY

1. Web 2.0 focused on the ability for people to collaborate and share information online.
2. Web 2.0 includes open communication with an emphasis on Web-based communities of users, and more open sharing of information.
3. Web 2.0 and related tools engage users and encourage active communication and collaboration.
4. The teacher can use the youtube videos or other sites on the internet which provide both the video and the audio content. The video can be downloaded and the teacher could use this for teaching listening comprehension.
5. The diverse variety of Web 2.0 tools allow students to create products, such as videos, podcasts, interactive posters, cartoons, and share them online with others to see. To build effective communication skills, students must learn to communicate using digital media and environments to support personal and group learning, share information efficiently and effectively using appropriate digital media and environments.
6. Web 2.0 tools can provide authentic audiences for students' writing. The teachers should lead to an environment where students write for their peers, sharing information online, discussing and commenting with one another – a community of actively engaged readers and writers.

Web 2.0 tools have the following characteristics:

1. Used as productive materials where we can get, share and access to numerous referential materials from the other professionals in and around the world
2. facilitate interactive information sharing and collaboration like by forming into different clubs and communities
3. share and exchange idea with the experts of their own professionals.



FORMATIVE TEST 3 _____

Answer the following questions.

- 1) How will you use web 2.0 for teaching;
 - a. Reading?
 - b. Listening?
 - c. Writing?
 - d. Speaking?
- 2) After teaching “Daily Activities” in class, please design an activity using facebook as a follow up so that students can practice what they have learned.

LEARNING ACTIVITY 4

Mobile Learning

Points to Ponder

Think of the development of tablet, Ipad and smart phone. The Apps also provide teaching and learning tool for teacher and students. Explore your Apps in your smart phone, especially related to education.

The rise of technology has given birth to a new breed of students whom Prensky (2001) calls „digital natives“ and Oblinger (2004) describes them as the “net generation”. These students have enormous access to digital technology and they display a fluency and familiarity with the new technology. They speak the digital language of computers; the Internet and they share and produce digital contents such as blogs, digital images, video files and SMS messages (Tribe, 2004 in Duncan-Howell and Lee 2007). They observe that these students are growing with a glut of electronic media use and this differentiates them from previous generations of students whose learning experiences were dominated by text in books and journals. As they consume more images and sounds along with the text that they learn, they also interact with the technology more than previous generations.

The lives of these digital natives are influenced by mobile phones which seem to be the fastest growing technology in recent times. Wagner (2004) in Isiaka, Adewole and Olayemi (2011) aptly notes that the evidence of mobile penetration is irrefutable: cell phones, PDAs, Mp3 players, portable games, devices, handhelds, tablets and laptops abound. No demographic is immune from this phenomenon. People are increasingly connected and are digitally communicating with each other in ways that would have been impossible only a few years ago.

With the prevalence of mobile phones and more especially its handiness and its easy access to information for young people, and evolving learner behaviors require educators to continuously review their approaches to pedagogy. With the increasing availability of low cost mobile phones, it seems appropriate to focus on the potentials of using the mobile technologies in teaching and learning practices in making education more accessible, more efficient, more cost-effective, and more enjoyable. With this view in mind, this study examines the teacher and students perception of the use of mobile technologies in teaching and learning of the English language.

Teaching And Learning Through Mobile Technologies

Teaching and learning through Mobile Technologies (MT) is called M-learning. It allows learning in no fixed location or time of learning (Kinshuk, 2003). It is a type of teaching and learning that allows for flexibility and ubiquity. It allows for a more student centered approach in learning where the student is more responsible for acquiring, processing and using information. It also allows for increased interactivity between teachers and students, by making teaching and learning a more personal activity. Nyiri (2002) defines M-learning “as learning that arises in the course of person-to-person mobile communication”. This type of pedagogy involves the use of phones, Ipods, Personal Digital Assistants (PDAs), it does not however include the laptop because the laptop though is portable, it is not mobile. Gaudry-Perkins and Dawes, (2011) state that mobile learning ranges from “simple SMS messaging, MMS live classroom sessions, web and podcasting to audio-to-text or text-to- audio applications, and it can provide enriched learning experiences via “educational video, logical reasoning and problem solving aptitude games, and even mobile whiteboards for interactive discussions.”

Teaching and learning through mobile technologies afford the option of mobility both due to the structure of the device and of the participants involved. This distinctive feature offers a transition from the occasional, supplemental use of computer labs, to frequent and integral use of portable computational technology (Roschelle, 2003). It bridges the gap between formal and informal learning. Similarly, it allows an increased mobility of population and lifelong learning, thereby creating opportunities for constant practice anywhere and anytime. This access to technology is important especially in the teaching of English language as a foreign language because it enables the learners to constantly practice the language. It also aids the easy recollection of what has been taught thereby making it possible for learners to put into practice the learnt concepts in real life situations.

Teaching The Mobile Generation

users

options

grammar podcasts while training

access my online course Moodle

sms my Austrian girlfriend

Farsi & Hindi on iTouch

French TV news vodcasts

Japanese dictionary

Harrogate - April 2010 - nicky.hockly@theconsultants.co.uk

PEARSON Longman

(Rich resources in APPs for learners)

In addition, it allows for variety and creativity in teaching and learning thereby increasing interaction and interactivity between teachers and students which brings about creativity and critical thinking. Furthermore, it allows the student to be more responsible in his acquisition of information; he is more active in getting his own education (Kukulka-Hulme, Shield & Hassan, 2010). M-learning is often regarded as a subset of e-learning and is seen as good supplement to e-learning or face to face interaction. M-learning can never replace traditional education or the role of teachers, it is a tool that can help to make tremendous impact on education more accessible, more efficient, more cost-effective especially in developing countries, and more enjoyable.

Teachers are faced with the challenge of finding relevant educational materials appropriate for their students. The number of applications available has increased dramatically since the inception of mobile applications.

1. Some Free Apps for Learning English on the Go

There are hundreds of mobile phone apps available and it's possible to find free options suited to economically minded students. Here are my top five free apps that students can use for extra practice:

British Council apps offer a huge choice for smart phones. You can look at the options on their webpage and download the apps on Google Play, Apple's App Store or using a QR code Opens in a new tab or window. Many teachers like 'Johnny Grammar's Word Challenge' - it's a fun way to improve grammar.

Duolingo Opens in a new tab or window is a wonderful app that has just won the 'Best education start-up award'. It's designed like a game and is pretty addictive. It's free, contains no adverts and is very effective.

Two min English Opens in a new tab or window is free, has no adverts and contains more than two hundred two-minute video lessons on a variety of topics e.g., social English, business English, travel English, common mistakes in English, idioms and phrases.

Game to learn English powowbox Opens in a new tab or window is a multi-level game, once downloaded it appears as English tracker. The first three levels are free. You have to spot the mistake - if you get it wrong, you receive a clear explanation. It's fun and easy to play.

Real English Opens in a new tab or window offers a variety of apps at different levels: Business and conversation apps at beginner, intermediate and advanced levels. The apps are free, but they do contain adverts. Each app contains 20 lessons that focus on specific grammar/vocabulary areas. Each lesson is made up of five parts.

2. Being Creative With Mobile Devices

Why not encourage your students to be creative and use the technology at their literal fingertips to prepare homework activities? Here is a few apps and looked at some of their educational possibilities:

WhatsApp Opens in a new tab or window is a mobile messaging app which allows you to exchange messages. Users can create groups, send each other unlimited images, video and audio media messages.

Ideas:

- 1) How about sending your students a short news article or podcast and asking them to send an audio response summarizing it in their own words or giving their opinion?
- 2) Students could send photos with captions to illustrate different tenses. Alternatively they could describe daily habits or routines, or create a set of instructions.

- 3) Students could create a video or audio of themselves making a short business presentation or reviewing a movie/book or TV show.

Ipadio Opens in a new tab or window lets you record up to 60 minutes of high-quality audio. You can then add titles, descriptions, images, and geo-locate your recording before instantly uploading to your ipadio.com account or cross-post to your Twitter, Facebook or blog.

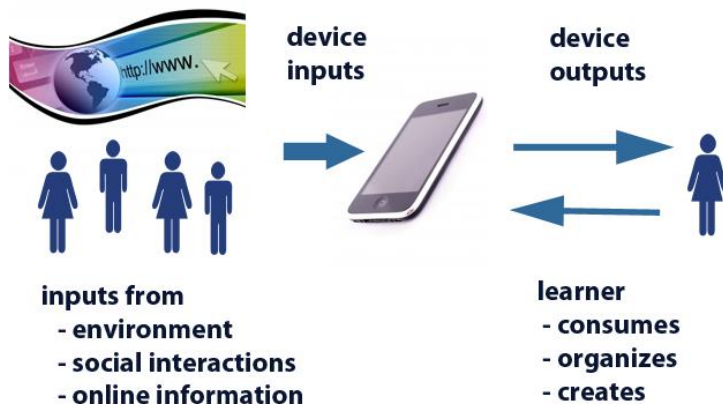
Ideas:

- 1) Set a research activity, get students to interview a number of people and record and edit their interview.
- 2) You could record your lesson and send it to students that were absent.
- 3) Create a revision podcast and send it to your students.
- 4) Students could create a short story or poem with photos and audio.

Closed Facebook groups Opens in a new tab or window can be a great way of communicating with your students. Students can share ideas, opinions and homework projects.

Ideas:

- 1) Post quizzes and grammar tips.
- 2) Get students to share book reviews.
- 3) Brainstorm ideas about different topics.
- 4) Have a different theme each week and get students to share songs, pictures and quotations connected to the theme.
- 5) Generally create a place for students to interact with you and with each other outside of the classroom.



(The rich sources for learners from various users)

In short, by supplying our students with easily accessible tools for studying 'on the go', we are enabling them to incorporate self-study into their busy lives, accelerating their progress and guaranteeing better results.



EXERCISE

To check your understanding of this first activity, answer all the questions below.

- 1) How will you use 'WhatsApp' for teaching tenses? Please explain!
- 2) Please create some writing activities with your students using Facebook.



SUMMARY

1. The rise of technology has given birth to a new breed of students whom Prensky (2001) calls „digital natives“ and Oblinger (2004) describes them as the “net generation”.
2. The lives of these digital natives are influenced by mobile phones which seem to be the fastest growing technology in recent times.

3. Wagner (2004) in Isiaka, Adewole and Olayemi (2011) aptly notes that the evidence of mobile penetration is irrefutable: cell phones, PDAs, Mp3 players, portable games, devices, handhelds, tablets and laptops abound.
4. With the prevalence of mobile phones and more especially its handiness and its easy access to information for young people, it is obvious that these developments in information and communications technologies homes have (ICT) and evolving learner behaviors require educators to continuously review their approaches to pedagogy.
5. Teaching and learning through Mobile Technologies (MT) is called M-learning. It allows learning in no fixed location or time of learning (Kinshuk, 2003). It is a type of teaching and learning that allows for flexibility and ubiquity. It allows for a more student centered approach in learning where the student is more responsible for acquiring, processing and using information. It also allows for increased interactivity between teachers and students, by making teaching and learning a more personal activity.
6. There are hundreds of mobile phone apps available and it's possible to find free options suited to economically minded students.



FORMATIVE TEST 4 _____

Answer the following questions.

- 1) Explore the Apps introduced in this learning activity and decide which one is the best for your teaching situation. Why?
- 2) Why M-learning allows more student centered approach?

Please consider the following;

- Not every students has smartphones.
- The connection to the internet might be costly for some students.
- Some Apps can be downloaded and be used without internet connection.
- Some Apps are not free.
- Some students are familiar with some Apps which are not intended for language learning but can be used for language learning with the help of the language teacher.

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