PhD (First Course) 2023-2024

New Trends in Methodology

<u>Technology in Language Learning</u>

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Introduction

Technology in Language Learning is important so here are some questions related to this topic.

"Using the new technology is as natural as breathing" Discuss.

Using technology has become an integral rather than supplementary aspect of our daily living. In many teaching and learning contexts working on computers with a wide range of software and having access to the internet are as routine as pen and paper or the black or white board.

(Why) Current elementary and secondary school students are regarded as digital learners and even referred to as digital natives because technology is ubiquitous in their academic world as well as in their daily social lives. These digital learners of the new generation are immersed in technologies such as computers, cell phones, MP3 players and even before entering school, video games. They have grown up surrounded and pampered by technology. e,g (watching cartoon on TV or a portable DVD player instead of playing with a stuffed toy.

Theses learners may process information in a fundamentally different way from older generations of learners in that they are digitally wise ,as they use new technological innovations to complement their learning strategies and compensate for cognitive limitations. What we need is not to assess whether or not computer-mediated practices are superior to classroom learning but to see that many of the tools and practices are used by many learners naturally while they are using their foreign language. Therefore, it is essential for language teachers to incorporate technology use into their classroom practice.

Historical development

What are the key developments in the use of technology for L2 education?

The practice of using technology for language learning and teaching began in the 1960s. This historical development of CALL can be divided into three stages:

Behavioristic CALL, Communicative CALL, Integrative CALL

Computer Assisted Language Learning

1-Up until the late 1970s Call applications appeared only in universities taking on a behavioristic approach to language teaching. The computer was regarded as a mechanical tutor which never grew tired or judgmental and allowed students to work at an individual pace.

2-In 1980s CALL continued to be used for skill practice but with more emphasis on communicative use of language, employing non-drill activities. The use of computers became more open and more humanistic in the form of language games, puzzles, and reading and practice.

3-It began in the 1990s with the development of the world Wide Web, known as Internet. CALL began to be considered to be a key pedagogical tool as the Web grew exponentially and individual users participated in creating and changing new websites. The third phase of CALL involved Interactive communication and collaboration via the internet.

What are the difference between Web 1.0 and Web 2.0 ?

Web 1.0 is a tool that provides information, while **Web 2.0** is a tool to connect people.

Web 1.0

1-It allowed people to publish content , but much of that online material ended up in isolated information silos.

2-Web 1.0 tools are more static in content and users of the tools are viewers of such content.

Web 2.0

1-Architecture allows more interactive forms of publishing, participation and networking through blogs, wikis and social network sites.

2-Web 2.0 tools are more active in content and users are also creators of such content.

3-Web 2.0 is more interactive version of internet capabilities in which users are the creators of materials because the barrier of learning HTML has been eliminated.

4-Learners employing web 2.0 tools rather 1.0 have greater potential for maximizing student learning and becoming active users of the target language through interaction and collaboration with others.

5-The possibility of linking people enables learners to reach and to communicate with authentic speakers outside the classroom.

6-Web 2.0 such as(Facebook, Twitter, YouTube, Vimeo, Skype, Google+ Linkedin ,Flickr, WordPress)enable students and instructors to have more control than ever over classroom materials and the focus on authentic materials and communicative tasks.

7-Web 2.0 tools have immeasurable potential to create and realize a collaborative and interactive environment for students to promote their language learning in and outside of the classroom.

Another important development in technology for education is the rise of mobile learning (m-learning). Web 2.0 applications available in portable devices such as cell phones, MP3 , tablets, and laptop computers promote authentic materials , collaboration and communicative learning tasks.

Mobil-Assisted Language Learning (MALL)

Over the last decade there has been an exponential increase in the number of mobile phone users in many parts of the world. So, there are three main reasons for this new development.

First, the gap in the operational power functionalities between mobile and PC technology has narrowed.

Second, smart phones connecting to Wi-Fi have the same connectivity as PCs have. However, smart phones gives users far greater flexibility than do PCs because they can connect to the internet through cellular data networks in addition to local Wi-Fi.

Finally, the change is not just limited to wireless environment ; mobile phone hardware has seen exponential progress as well. The screen size of some smart phones has increased to five inches or larger and the resolution has improved to around 1980 *1080pixels.

Opportunities for Interaction

Language learners can be exposed to various forms of interaction while using technology. Networking in online environments has become an increasingly popular form of social interaction. It allows users to express themselves, build profiles, form online communities of shared interests, and interact socially with others. In their social networks , they can engage in relationships, build friendships, and collaborate with others while enacting and constructing distinct identities.

Many instructors tend to use the internet for purposes of gathering data or for communication rather than for enhancing learner-learner and learner-content interaction. Online social network has become almost necessary in their social lives as means of enacting individual and /or group identities and building useful connections.

Research shows that online chatting can be helpful for vocabulary learning, raising learners' awareness of target language form as they type messages, and promoting their exploration of cross-cultural communication strategies.

Principles for Using Technology in Language Teaching

The following are some important principles to follow in integrating technology resources to enhance our teaching.

1-Teachers need to acknowledge the fact that the boundary between learning and playing n(leisure time) is blurring.

2-Promote active and collaborative learning activities using technology

3-Provide scaffolding when needed for successful task completion.

4-Keep paragraphs concise and use bulleted lists for online reading texts, especially on mobile devices.

5-Teachersneed to be aware of the challenge of maintaining up-to-date information knowledge and resources available on the internet.

Classroom Applications

<u>Reading and Writing</u>

1-E-mail

2-E-book Readers and E- reserves

3-Wikis and Blogs

4-Social Networking

<u>Listening and Speaking</u>

1-Video clips and Audio Podcasts

2-Audio-and video-conferencing

3-Protable Internet Devices with a Video Camera

<u>Grammar and Vocabulary Practice</u>

1-Online grammar exercises

2-Corpus and concordance

3-MobileDevices

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