

Technology-Enhanced Language Teaching in Action

Edited by
Jeong-Bae Son



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Preface

This book explores language teacher development in technology-enhanced language teaching (TELT) and presents a collection of TELT activities that can be adapted to help language learners develop their language and communication skills. As a guide to the practice of TELT, the book is designed to be used by language teachers with any degree of experience in TELT. It consists of two parts. Part I looks at language teacher development in digital environments with a digital language teacher development framework, which supports language teachers to identify what they can do and how they can engage with exploration, communication, collaboration and reflection. Part II discusses language teaching in digital contexts with practical TELT activities.

As the fifth refereed volume of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) Book Series, the book provides a valuable resource for language teachers, teacher educators and researchers. It offers opportunities for readers to engage in meaningful discussions on the use of technology for language learning and teaching in the digital age. I am grateful to all authors whose work appears in the book. I would also like to thank the following reviewers of submitted manuscripts: Antonie Alm, Mike Crawford, Ferit Kilickaya, Moonyoung Park, and Vance Stevens. My thanks also go to my family for their love and support.

Jeong-Bae Son
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Part I

Language Teacher Development in Digital Environments

1

Digital Language Teaching and Teacher Development

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Abstract

This chapter explores digital language teaching and teacher development based on Son's (2018) Exploration-Communication-Collaboration-Reflection (ECCR) model. The chapter presents a digital language teacher development framework, which provides a working guide to professional development in digital contexts. Teachers are invited to see how much they engage with specific ECCR activities and how they approach their professional learning in technology-enhanced language teaching (TELT).

Keywords

Language teacher development, technology integration, digital language teaching, computer-assisted language learning, technology-enhanced language teaching

Introduction

Language teacher development is essential for the effective use of digital technology for language teaching. This chapter explores digital language teaching and presents a digital language teacher development framework, which can be considered as a resource for language teachers' professional development in technology-enhanced language teaching (TELT). The chapter also discusses teacher engagement with professional development in terms of exploration, communication, collaboration and reflection (ECCR) and offers discussion questions for those who want to reflect further on the topics addressed in the chapter.

Digital Language Teaching

Digital language teaching can be defined as the application of digital pedagogies and technologies to the teaching of languages. It may be applied to online, hybrid

and/or blended environments. In computer-assisted language learning (CALL) teacher-related publications (e.g., Adnan, 2018; Comas-Quinn, 2011; England, 2012; Ernest et al., 2013; Hampel & Stickler, 2015; Meskill & Anthony, 2010; Pawan et al., 2016), online teaching has been widely discussed without a specific emphasis on the term digital language teaching. Digital language teaching requires digital literacy skills and digital teaching strategies together with content knowledge and pedagogical understanding. In digital contexts, teachers need to develop their knowledge and skills for using digital devices and tools for specific purposes (Son, 2015). Carrier and Nye (2017) highlight that, in line with the increase in digital learning and teaching, “teachers need new skills, competencies, and access to training and development” (p. 220). They also say, “Teachers need to develop the competencies that comprise digital literacy in order to take advantage of what technology enhancement and enabling can provide” (p. 220).

Digital literacy is a foundation for digital language learning and teaching. According to Son (2015), digital literacy is “the ability to use digital technologies at an adequate level for creation, communication, collaboration, and information search and evaluation in a digital society” (para.1). Based on this definition, he lists five elements of digital literacy: information search and evaluation (finding, evaluating and managing information); creation (creating meaning, activities, materials and resources); communication (communicating in digital networks effectively); collaboration (working with others while sharing ideas and resources); and online safety (developing critical engagement and safe practices). Figure 1 shows an overview of the five elements of digital literacy (see Son et al., 2017, for a discussion on the adaptation of the elements to a digital literacy questionnaire).

Digital teaching strategies refer to teaching plans and methods that are used to help learners achieve their learning goals with digital technologies. They need to be adapted to learners’ needs and circumstances (e.g., time and devices available). Teachers need to use a range of digital teaching strategies (e.g., exploration, identification, mind mapping, discussions, experiments, summarising, reinforcement, feedback, review, reflection) to increase learner engagement and active learning in digital environments. It is important for digital language teachers to employ appropriate digital language teaching strategies in their teaching contexts. Digital language teachers should be able to work with a variety of digital media and take advantage of professional development in technology integration.

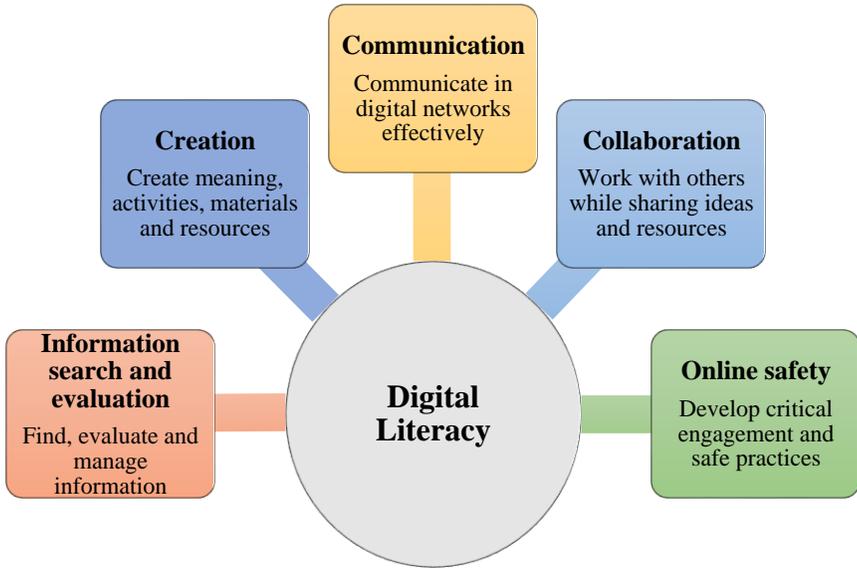


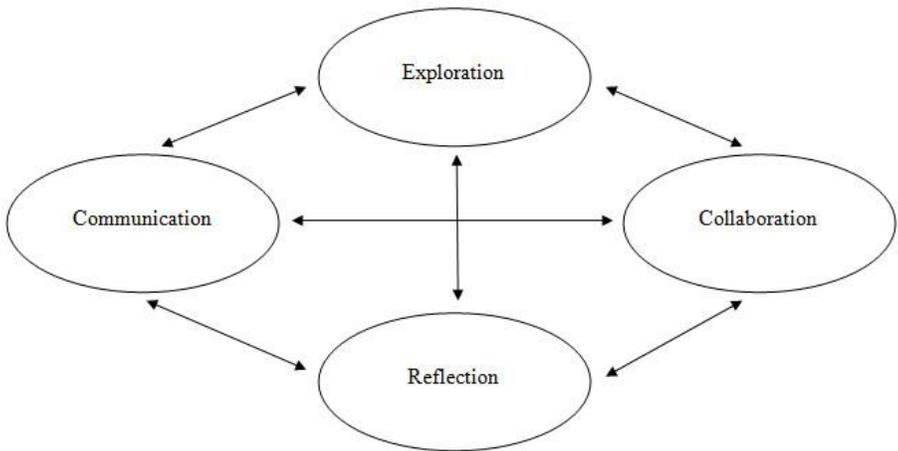
Figure 1. Elements of digital literacy (Son, 2015).

Digital Language Teacher Development Framework

Professional development frameworks for digital learning/teaching generally provide teachers with a set of competencies and activities that teachers need to have in digital learning/teaching environments. The European Framework for the Digital Competence of Educators (Joint Research Centre, 2017), for example, presents six areas of educators' professional activities: professional engagement; digital resources; teaching and learning; assessment; empowering learners; and facilitating learners' digital competence. The UK-based Education and Training Foundation's (2018) Digital Teaching Professional Framework, on the other hand, has seven elements covering different teaching contexts and activities: planning your teaching; approaches to teaching; supporting learners to develop employability skills; subject-specific and industry-specific teaching; assessment; accessibility and inclusion; and self-development. It specifies three competency levels: "Stage 1 Exploring – practitioners assimilate new information and develop basic digital practices; Stage 2 Adopting – practitioners apply their digital practices and expand them further; Stage 3 Leading – practitioners pass on their knowledge, critique existing practice and develop new practices" (p. 4). Another example is the Cambridge English Digital Framework for Language Teachers developed by Cambridge Assessment English (2017). It offers a guide to digital professional development in six categories: the digital world; the digital classroom; the digital teacher; designing learning; delivering learning; and evaluating learning. In the digital teacher category, specifically, the

framework recommends teachers to reflect on their teaching and continue their own professional development with digital tools and resources while being part of a professional community. Carrier and Nye (2017) state that competence frameworks are helpful for teachers in analysing “their strengths, weaknesses, and development needs to enable them to provide digital learning and maximize student learning outcomes” (p. 220).

The Digital Language Teacher Development Framework (DLTDF) presented in this chapter guides language teachers what competencies and activities they need in their professional development in digital environments. Based on Son’s (2018) ECCR model (see Figure 2), the framework is intended to support language teachers to identify what they can do and how they can engage with its four interrelated components: exploration, communication, collaboration and reflection. Table 1 shows key activities associated with the four components and sample checklist questions. The framework invites language teachers to assess the extent to which professional development activities are adapted to contextualise their knowledge and skills for TELT. Table 2 presents a description of three competency levels of the framework. The competency levels and statements can be modified if there are special needs.



*Figure 2. Four elements of the ECCR model (From *Teacher Development in Technology-Enhanced Language Teaching* (p. 59), by J.-B. Son, 2018, Palgrave Macmillan. Reprinted with permission.).*

Table 1
The Digital Language Teacher Development Framework (DLTDF)

	Components			
	Exploration	Communication	Collaboration	Reflection
Activities	<ul style="list-style-type: none"> • Collect information on digital technologies, tools and resources • Learn about computer-assisted language learning (CALL) • Learn how to use digital technologies in the classroom • Trial new technologies 	<ul style="list-style-type: none"> • Interact with learners, colleagues, administrators, other practitioners, teacher educators and researchers • Use computer-mediated communication (CMC) tools to interact with others personally, socially and professionally • Develop online communication skills 	<ul style="list-style-type: none"> • Work together with others in professional communities • Share information, experiences, ideas and resources with other teachers • Plan, design and manage collaborative activities • Facilitate collaboration with online communication tools 	<ul style="list-style-type: none"> • Examine experiences critically • Reflect on one's own learning and teaching practices • Think and practice reflectively • Do self-monitoring • Engage with critical and contextualized reflection
Sample Questions for Self-Assessment	<ol style="list-style-type: none"> 1. Are you active in collecting information on technological options for your teaching? If yes, how do you collect the information and how does the information 	<ol style="list-style-type: none"> 1. What communication skills and strategies do you think are needed in increasing student interaction during online learning activities? 	<ol style="list-style-type: none"> 1. What do you think about working in a team environment for online teaching activities? 2. How do you think you can collaborate with 	<ol style="list-style-type: none"> 1. What are the challenges of using digital tools in your teaching context? 2. Do you consider yourself a teacher who is competent in technology-enhanced language teaching

	<p>affect your pedagogy? If no, why not?</p> <p>2. What factors do you think are important in the selection of digital tools for your teaching?</p>	<p>2. How do you build and maintain your communication channels with other professionals?</p>	<p>your colleagues and students online?</p>	<p>(TELT)? If yes, how do you see your role in the technology-enhanced language classroom? If no, why not? Any plan for TELT?</p>
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Table 2

Competency Levels of the Digital Language Teacher Development Framework (DLTDF)

	Beginner (a novice knowledge and skill level)	Intermediate (between a beginner and an expert)	Expert (a highly developed knowledge and skill level)
Exploration	<ul style="list-style-type: none"> • I am little active in collecting information on technological options for teaching. • I have limited knowledge and skills for selecting useful digital tools for my teaching. 	<ul style="list-style-type: none"> • I am reasonably active in collecting information on technological options for teaching. • I have reasonable knowledge and skills for selecting useful digital tools for my teaching. 	<ul style="list-style-type: none"> • I am very active in collecting information on technological options for teaching. • I have advanced knowledge and skills for selecting useful digital tools for my teaching.
Communication	<ul style="list-style-type: none"> • I have a basic understanding of online communication skills and strategies for increasing student interaction. • I have little knowledge of and experience in building and 	<ul style="list-style-type: none"> • I have a reasonable understanding of online communication skills and strategies for increasing student interaction. 	<ul style="list-style-type: none"> • I have a well-developed understanding of online communication skills and strategies for increasing student interaction.

	maintaining communication channels with other professionals.	<ul style="list-style-type: none"> • I have reasonable knowledge of and experience in building and maintaining communication channels with other professionals. 	<ul style="list-style-type: none"> • I have advanced knowledge of and experience in building and maintaining communication channels with other professionals.
Collaboration	<ul style="list-style-type: none"> • I have a basic understanding of working in a team in a digital environment. • I can collaborate with my colleagues and students online in a limited way. 	<ul style="list-style-type: none"> • I have a reasonable understanding of working in a team in a digital environment. • I can collaborate with my colleagues and students online in a reasonable way. 	<ul style="list-style-type: none"> • I have a well-developed understanding of working in a team in a digital environment. • I can collaborate with my colleagues and students online in a highly productive way.
Reflection	<ul style="list-style-type: none"> • I can reflect on my teaching with digital technologies in a limited way. • I have a basic understanding of self-monitoring in digital contexts. 	<ul style="list-style-type: none"> • I can reflect on my teaching with digital technologies in a reasonable way. • I have a reasonable understanding of self-monitoring in digital contexts. 	<ul style="list-style-type: none"> • I can reflect on my teaching with digital technologies in a highly efficient way. • I have a well-developed understanding of self-monitoring in digital contexts.

Next Steps

With the rapid growth of digital technologies, there is no doubt that digital language teaching and online language teaching will be discussed and implemented further. It is vital for the success of digital language teaching that language teachers develop their digital literacy skills and digital teaching strategies. Teachers need to explore digital technologies, communicate and collaborate with others working in digital environments and reflect on their digital experiences. They need to be able to identify and select which professional development activities can increase their digital competencies that have a great impact on students' learning outcomes. The aforementioned DLTF provides teachers with a guide to what they can do and what they need to do in their professional development in terms of exploration, communication, collaboration and reflection. It supports teachers to build their personal and professional learning networks and engage with continuing professional development.

As they improve their competencies to meet the criteria at a higher level of the framework, teachers can increase knowledge and skills for effective teaching. They can also design, implement and evaluate their digital teaching activities as well as their own professional development activities. It is the responsibility of teachers to be able to develop the competencies they need in order to take advantage of what digital technologies can offer. Related to this point, teachers should be given opportunities to learn about new pedagogical models and digital tools through formal, informal and/or self-directed training and development (for example courses and models, see Beach, 2017; Son, 2014; Son et al., 2015; and Son & Windeatt, 2017).

A call is made for research on the use of the ECCR model and DLTF at various levels to gain a better understanding of language teacher development in digital contexts. Through research-based investigations, teachers can be invited to indicate how much they engage with specific professional development activities and how they approach their professional learning in TELT. It should be meaningful to find out how individual teachers in different contexts become creative, dynamic, collaborative and reflective professionals.

Conclusion

This chapter has presented the ECCR-based DLTF as a working guide to language teachers in digital environments. It has looked at the suggested levels of teacher engagement with each component of the framework and pointed out the importance of finding out what professional development activities are employed by digital language teachers and how much the teachers use the

activities to improve their competence in digital language teaching. Teachers are encouraged to move to a higher level of the framework while developing knowledge and skills for effective language teaching. There is a need for empirical studies of the effectiveness of language teacher development using the framework and the use of digital language teaching strategies in various contexts. Findings of those studies will deepen our understanding of language teacher development in the digital age.

Discussion Questions

1. How do you improve your competence in TELT?
2. What factors do you think affect your digital language teaching?
3. What skills do you think are most important for effective digital language teaching?
4. How would you characterise your own professional development in digital environments?
5. What benefits can you see in the use of the ECCR model for your professional development?
6. What aspects of ECCR are important to you in digital language teacher development?
7. What strategies do you use or like to use for your professional development in digital language teaching?
8. In which way do you think DLTFD can help your professional development?
9. What criteria do you think would be appropriate to evaluate your competence in digital language teaching?
10. To what extent do you feel you are able to use DLTFD in your continuing professional development?

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Part II

Language Teaching in Digital Contexts

2**Technology-Enhanced Language Teaching
Activities**

This second part presents practical technology-enhanced language teaching (TELT) activities that can be used or adapted in digital language teaching. Each activity is described and explained in terms of its title, introduction, target language, target language skills & areas, learner levels, aims, length, preparation time, technical requirements & resources, procedures, options & suggestions, justification, references & further reading, and contributor(s). All web addresses given in this part are current and correct at the time of writing, but they are subject to change. You can use a search engine to locate it or find similar or new ones if you cannot find any website or tool at the address cited. At the end of the part, three appendices are provided for readers to see different ways of accessing the activities.

2.1

Activity 1

Activity Title	Mobile-Assisted Academic Vocabulary Learning
Introduction	English for academic purposes (EAP) students need to increase their academic vocabulary knowledge for their academic success. This activity provides EAP students with formal and informal mobile-assisted language learning opportunities to learn selected words from Son's (2019a) Academic English Word List (AEWL).
Target Language	English
Target Language Skills & Areas	Reading; vocabulary
Learner Levels	EAP students; Intermediate – advanced
Activity Aims	This activity aims to help students develop and improve their academic vocabulary knowledge through online language learning activities on mobile devices.
Activity Length	40 minutes; variable
Preparation Time	60 minutes; time for the teacher to select words from the AEWL and create a study set on <i>Quizlet</i> and a series of multiple-choice questions on <i>Kahoot!</i> with the selected words
Technical Requirements & Resources	A teacher computer with a projector; a mobile device (e.g., a smartphone, a tablet, a laptop) for each student; <i>Quizlet</i> (https://quizlet.com/); <i>Kahoot!</i> (https://kahoot.com/)
Procedure	<ol style="list-style-type: none"> 1. Introduce the online tools and activities to the students. 2. Implement a sample activity with <i>Quizlet</i> and <i>Kahoot!</i>. 3. Invite the students to ask any questions.

	<ol style="list-style-type: none"> 4. Guide the students how to use the learning activities on <i>Quizlet</i> (for self-study) and <i>Kahoot!</i> (homework challenge mode for self-testing). 5. Discuss mobile-assisted vocabulary learning with the students. 6. Encourage the students to use the online activities out of the classroom. 7. Check the students' progress regularly. 8. Test the students with <i>Kahoot!</i> after a certain period of time.
Options and Suggestions	<ul style="list-style-type: none"> • For activity design, the teacher needs to consider contents, tools and activity types. • For the effective implementation of the activity, the teacher needs to consider learner training (e.g., Son, 2019b), ways of integrating it into classroom activities, mobile learning and tracking learner progress. • The teacher can encourage the students to reflect and write about their experiences with <i>Quizlet</i> and <i>Kahoot!</i> in online discussion forums.
Justification	<p>Academic vocabulary is a key component of academic success. The value of academic vocabulary lists for direct teaching is widely accepted (e.g., Coxhead, 2000; Gardner & Davies, 2014; Paquot, 2010). Previous research (e.g., Azabdaftari & Mozaheb, 2012; Chen et al., 2019; Dizon, 2016) also indicates that mobile-assisted language learning (MALL) is useful for vocabulary learning. A range of online activities can be created by using a variety of online tools (e.g., Son, 2010) and used with mobile devices in and out of the classroom (Son, 2016). In this activity, <i>Quizlet</i> and <i>Kahoot!</i> are used to create mobile-assisted vocabulary learning activities with words from Son's (2019a) AEWL, which serves as an academic vocabulary resource for EAP students. The activity offers the students opportunities to improve their academic vocabulary knowledge anytime and anywhere. It also encourages teachers to consider MALL</p>

and online learning activities (e.g., Son, 2017) containing context-specific vocabulary.

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2.2

Activity 2

Activity Title	Translating TED Talks
Introduction	This activity introduces language students to translation and subtitling using TED Talks. TED Talks provide a multicultural dimension and cover a vast range of topics, which allow students to choose what they want to translate, personalising their learning experience.
Target Language	Any
Target Language Skills & Areas	Translating, subtitling, reviewing and proofreading; digital and information literacy; online intercultural communication and collaboration; feedback skills
Learner Levels	B2 / C1 / C2 in the Common European Framework of Reference for Languages (CEFR)
Activity Aims	<p>This activity aims to:</p> <ul style="list-style-type: none"> - Support students in developing applied language skills such as translating, reviewing and proofreading; - Provide students with the opportunity to engage in an enjoyable, real-life task with real-life impact; - Direct learners to existing resources, which they could use independently to practise their language skills beyond formal education.
Activity Length	<p>16-20 hours across at least 4 weeks</p> <p>Shorter activities could be proposed. For example:</p> <ul style="list-style-type: none"> - Students explore the tool, translate a very short video (from 3 minutes) independently and submit their translation for teacher assessment (6-8 hours over 1-2 weeks). - Students explore the project independently and participate in a forum discussion on the opportunity for self-directed language learning (2-3 hours over 1 week).
Preparation Time	4-5 hours if the teacher is not familiar with TED Translators and the resources provided

Technical Requirements & Resources	<p>An online forum for discussions and peer review</p> <p>TED Translators Guidelines: https://www.ted.com/participate/translate/guidelines</p> <p>TED subtitling resources: https://www.ted.com/participate/translate/subtitling-resources</p> <p>TED Translators Main Guide: https://translations.ted.com/TED Translator Resources: Main guide</p> <p>TED Generic Public group in Facebook (in English): https://www.facebook.com/groups/ITranslateTEDTalks/</p> <p>Amara subtitling platform: https://amara.org/en/</p>
Procedure	<ol style="list-style-type: none">1. Students create their profiles in TED (https://www.ted.com/participate/translate) and Amara (https://amara.org/en/) and learn how to locate resources and access support.2. Students choose a talk to translate. A forum discussion can be organised with peers and the teacher to introduce and discuss some basic principles of translation and the ethics of volunteering as part of a learning activity.3. Students work on their translations independently, with the option of seeking help from both the facilitators and fellow students in the forum, and other volunteers in the TED Translators language-specific Facebook groups.4. Students share their completed translation in the forum to be peer reviewed by fellow students.5. In preparation for the peer review step, the teacher can lead a discussion in the forum on the differences between reviewing and assessing, how to give constructive feedback and how to deal with reviewers' comments.

	<p>6. It is left up to students whether they submit their work through Amara for review, approval and publication.</p>
<p>Options and Suggestions</p>	<ul style="list-style-type: none"> • The talks available in TED range from 4 to 20 minutes. For this introductory activity, students are advised to choose a talk of less than 10 minutes. • Recommended time to work on the translation: 8-10 hours over at least 2 weeks to allow sufficient time for students to familiarise themselves with the technology. • Recommended time for peer-feedback: 2-3 hours over 1-2 weeks. • The use of a forum is highly recommended as it operates as a support tool for students whilst working on the translation. • If this activity is assessed, different forms of assessment can be considered depending on the learning objectives. Assessment could take the form of a reflection piece on the experience of volunteering, a teacher or peer evaluation of the quality of the translation, a self-evaluation of one's performance against set criteria, etc. • Submitting the final translation should be optional as it is considered ethically more appropriate for students to make the decision on whether they want to publish their work online. • This activity can be used in different courses or lessons, depending on the goals set by the teacher. Examples might include: an introduction to audio-visual translation (subtitling) in a general translation class; part of an applied language studies class; to familiarise students with opportunities for self-directed learning and learning beyond the classroom; as an example of technology-enhanced language learning.
<p>Justification</p>	<p>This activity harnesses the opportunities for dialogue and participation afforded by the Internet and by developments arising from openness as an approach and its application in</p>

open access software (tools), open content (including Open Educational Resources or OER) and open educational practice (OEP). Open practice makes it possible to enhance pedagogy and the learning experience, and facilitate personalised learning (McGill et al., 2013). The importance of collaboration and learning in communities as a way of promoting and supporting engagement with open content has been recently highlighted (Koseoglu & Bozhurt, 2018).

Using an existing online volunteer community such as TED Translators allows language learners to engage creatively in real tasks, which are meaningful, and have an impact and are showcased beyond the classroom. In addition to expanding and applying their knowledge about translation and subtitling in particular, learners apply their knowledge of the source and target language and practice their writing and research skills. They are also required to apply and develop a range of additional skills such as problem solving, team working, online collaboration and ICT skills.

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2.3

Activity 3

Activity Title	Online Group Argument Writing and Online Discussion Forums
Introduction	This activity uses online discussion forums on a learning management system (LMS) for writing and discussing argument structures and contents as a supplementary to classroom teaching. It can be useful for senior secondary and undergraduate students, particularly in law programs.
Target Language	English
Target Language Skills & Areas	Academic writing, argument drafting
Learner Levels	Undergraduate students with B2-C1 in the Common European Framework of Reference for Languages (CEFR)
Activity Aims	This activity aims to involve undergraduate students into critical thinking and peer review process and to assist them in appropriation of their argument drafting skills. Online discussion forums are employed as technology-enhanced scaffolds.
Activity Length	120 minutes (can be easily extended to hours or days)
Preparation Time	40 minutes
Technical Requirements & Resources	<i>Moodle</i> (https://moodle.org/), laptops/tablets/smartphones
Procedure	<ol style="list-style-type: none"> 1. Teaching of the structure of an argument is done with detailed explanation on strong and weak arguments, claims, evidence, reasons and their types. 2. Students are introduced to online discussion forums on <i>Moodle</i>, a free and open source learning management system, as supplementary practice areas for argument drafting.

	<ol style="list-style-type: none"> 3. A blended learning approach is adopted during classroom teaching. 4. The class is divided into groups with 8 students each for online discussions. 5. Different argumentative topics for different groups (e.g., substance abuse is rampant among teenagers; beauty contests degrade womanhood) are posted on the discussion forums by the course instructor. 6. Students are given 40 minutes to do required research on the topic. 7. A total of 120 minutes is given to discuss, construct arguments and post peer feedback. 8. Assessment of students' performance is done on a rubric containing elements of argument structure – assertion, reasoning, evidence, counterclaim, and rebuttal along with a component of peer feedback.
<p>Options and Suggestions</p>	<ul style="list-style-type: none"> • Students must be introduced to the functioning of online forums in detail. • Instructors should keep an eye on the discussion to check students' deviation. • The instructor's manual rubric-based grading of the students' performance may become time taking for many groups. Alternatively, the students could be given the task of blind peer assessment of the group activity. • Keeping the activity evaluative in nature motivates the students to perform better and learn more. • The component of peer assessment can also be kept evaluative so that the students come up with accuracy in doing the evaluation of other groups.
<p>Justification</p>	<p>This activity is conducted to facilitate online writing tutorials that can work on enhancing students' understanding of the process of writing an argument in a</p>

given genre of academic writing. It involves students as active members of socio-legal discourse communities and practice writing in collaboration. Composition at college requires writing practices of discourse communities (Beaufort, 2007) and online forums on LMSs can serve to be an excellent platform for writing practice and positive learning outcomes (Jose & Abidin, 2016).

Academic writing for the students of law/any other stream as a discipline comprise specific registers, and contexts. The micro genre of argument writing helps students understand the value of a good thesis statement, proper organisation with logical positioning of content related to claims, evidence and reasons. A variety of counterclaims and rebuttals can be added to the quality of reasons and evidence. Technology-assisted writing and online discussions give students flexibility to do research with the convenience of pace, time and space.

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2.4

Activity 4

Activity Title	Preparing for a Compare & Contrast Essay
Introduction	This activity exposes college-level second language writers to the conventions of the compare & contrast essay genre with the help of an authentic situation prompt and a series of themes to help them produce language via guided instructions.
Target Language	English
Target Language Skills & Areas	L2 composition
Learner Levels	College level English language learners
Activity Aims	The activity aims to introduce multilingual academic writers to compare & contrast essays by analysing evidence and/or examples.
Activity Length	30-40 minutes
Preparation Time	45 minutes
Technical Requirements & Resources	Google search engine (https://www.google.com/), <i>Padlet</i> (https://padlet.com/), and one computer per student
Procedure	<ol style="list-style-type: none"> 1. Every student should have an individual activity sheet (attached). 2. Before students begin referring to the activity sheet, each student should choose a theme of their choice provided by the teacher. The possible themes may include Nature and Environment; Pets and Animals; Entertainment; Cuisine and Food-related Traditions; Technology; Education; Business; Housing; Transportation and Travel; and Family Relations. 3. After each student chooses the desired theme, the students would begin reading the situation prompt given in the activity sheet.

4. Based on what the situation prompt demands, the students would now choose a topic related to their chosen theme to move forward with Section 1 and Section 2. For example, if a student has chosen Nature and Environment, Weather could be a possible topic under that theme.
5. The students will use the chosen topic to fill the sentence frame given in Section 1 of the activity sheet. The sentence frame as a language scaffold may support the students as they read about the topic in a sentence.
6. Now using Google search engine, each student would look for at least two (preferably three) points of comparison and/or contrast in the form of evidence and/or the examples for each side of the table in Section 1. The student would write the points of comparison and/or contrast in the form of bullets points.
7. Based on the information the student mapped in Section 1, each student will write a mini paragraph (4-5 full sentences) on *Padlet* (link: bit.ly/303w9NI) using the Compare & Contrast indicating transition words and phrases in Section 2 of the activity sheet.

Options and Suggestions

- It can be also a group-of-two activity.
- If the university rules permit, students may use their mobile phones to search for the information online.
- Once students have written their paragraphs, the teacher might ask students to choose one most interesting post among their peers' *Padlet* posts and tell why they find it interesting. Is the situation similar or different in their native city?

Justification

This activity is designed to help multilingual first-year college composition students develop their academic writing skills. The objective of this activity is to introduce students to the Compare & Contrast academic genre. The activity involves brainstorming/building background knowledge exercises (e.g., providing students general

themes that they put in context with a situation prompt within both L1 and L2 environments). The teacher intends to teach students new skills based on their prior literacies so that they do not feel the stress of learning an academic genre (Ducate & Lomicka, 2008).

To keep the instruction guided throughout the activity, the teacher can provide two kinds of learning supports. The first support is to provide students with different academic language scaffolds such as sentence frames, information organizers, and transitional words and phrases indicating Compare & Contrast genre. Such efforts make students feel supported, as suggested by Staehr Fenner and Snyder (2017). The second one is to include the intentional use of technology. Several researchers (e.g., Pacheco & Smith, 2015; Smith et al., 2017) have supported that it provides a better language acquisition environment, especially while producing the language in more meaningful ways.

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2.5

Activity 5

Activity Title	Let's Meet a Chatbot to Practice Interrogative Sentences
Introduction	In this activity, teachers can provide learners with an interactive online task in which learners have the opportunity to practice interrogative sentences with a chatbot.
Target Language	English as a second/foreign language (ESL/EFL)
Target Language Skills & Areas	English writing focusing on interrogative sentences
Learner Levels	Beginning-intermediate at the primary and secondary levels
Activity Aims	This activity aims to enhance ESL/EFL learners' English writing focusing on interrogative sentences through automated feedback and error treatment.
Activity Length	30 minutes
Preparation Time	15 minutes (setting up a microphone; email login)
Technical Requirements & Resources	<ul style="list-style-type: none"> • A tablet computer for each student • Chatbot: Mitsuku (https://www.pandorabots.com/mitsuku/) • Online resource for interrogative sentences instruction (https://www.englishclub.com/grammar/sentence/type-interrogative.htm)
Procedure	<ol style="list-style-type: none"> 1. Distribute a tablet computer to each student if available in the classroom. Or ask students to bring their own tablet computer if available at home. 2. Introduce a chatbot called Mitsuku to students. 3. Have the students introduce themselves to the chatbot by typing messages.

4. Provide students with a word list that consists of different tools and gadgets (e.g., map, magazine, compass, knife, guitar) and assign a writing task focusing on interrogative sentences. Students must ask Mitsuku to reply using the words in the list. They also need to capture screenshots, including the target words, and upload them to a shared drive.
 - Students will initiate a written conversation with Mitsuku about a topic in the word list, such as “magazine”, and use appropriate interrogative sentences to elicit the target word from the chatbot. For instance, students can ask Mitsuku "What do you want to read?" then Mitsuku provides a response, which may include "magazine" in its response.
5. After 10 minutes, give prizes to students who successfully had Mitsuku respond using the most number of target words in the list.
6. Separate students into groups of four and let them discuss how they initiated written conversations focusing on interrogative sentences.
7. Lastly, provide students with explicit instructions on the types of interrogative sentences and their uses using online materials (e.g., <https://www.englishclub.com/grammar/sentence/type-interrogative.htm>).

Options and Suggestions

- The teacher can introduce the features of Mitsuku (e.g., five-time winner of the Loebner Prize Turing Test) and other chatbot platforms before the activity.
- Mitsuku is available on the web, iOS, and Android, so depending on the school resources (i.e., number of tablet PCs or desktop PCs in the computer lab), students can interact with the chatbot individually or with other classmates as a group activity.
- Depending on the target students’ English proficiency level and the pedagogical purposes (e.g., using the

	<p>current activity for as an assessment task), the instruction on interrogative sentences could be presented at the beginning of the activity and followed by the chatbot conversation.</p> <ul style="list-style-type: none"> • The target word list could be selected according to the theme of the textbook unit or the topic of the lesson. • If time allows, the higher achieving students can be invited to share their strategies with written dialogue samples to the other classmates.
<p>Justification</p>	<p>Unlike in an ESL environment, where learners have the opportunity to access authentic use of the target language outside the classroom, EFL learners are confined to learning activities in the classroom (Felix, 2002). Therefore, it is critical to facilitate essential conditions for authentic interaction in the classroom (Ozverir & Herrington, 2011). Interrogative sentences present learners the opportunity to gather information utilizing four types of interrogative sentences: Yes/No interrogatives; alternative interrogatives; Wh-interrogatives; and tag questions.</p> <p>Instead of less engaging paper-based interrogative sentence pattern drill exercises, the integration of an artificial intelligence-integrated chatbot can facilitate communication, encourage interaction and meaning negotiation, and promote engagement with in-class activities (Kim et al., 2019). Admittedly, some limitations of chatbots, such as lack of cultural knowledge embedded in the context and lack of continuous feedback, have been reported (Wang & Petrina, 2013). However, a critical review of chatbots and artificial intelligence (Kim et al., 2019) highlights that AI chatbots could provide language learners with opportunities to experience human-like communication that could lead to better learning performance for the learners.</p>
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2.6

Activity 6

Activity Title	Digital Storytelling in Hybrid/Online Classrooms
Introduction	Digital storytelling may improve oral proficiency (Kim, 2014). In this activity, Harmer’s (2008) “Engage, Study and Activate” (ESA) has been applied to practice pronunciation and functional language in a dialogue.
Target Language	English
Target Language Skills & Areas	Speaking: Pronunciation (intonation & stress for questions) Functional Grammar: Question word order for questions used to check into a hotel room
Learner Levels	Elementary Older Teens - Adults
Activity Aims	This activity aims to provide open and closed speaking practice for asking questions to check into hotels.
Activity Length	60minutes
Preparation Time	30 minutes
Technical Requirements & Resources	Digital storytelling tool such as <i>Storybird</i> (https://storybird.com/) or <i>Renderforest</i> (https://www.renderforest.com/); a class screen, mobile devices; pictures of hotel rooms with different services; example clips such as https://en.islcollective.com/video-lessons/check-hotel and https://www.youtube.com/watch?v=N3pY2emvki4&t=64s
Procedure	[Engage] 1. Write a brief dialogue for checking into hotels using natural salutations and questions and create a story. 2. Pre-set visuals around the classroom (or share screens in an online mode), so students can guess the activity topic (optional).

3. Elicit and pre-teach target vocabulary (e.g., spell, have/make a reservation under + name, wake-up call, room service, air- conditioning, Wi-Fi/ Internet connection, amenities, facilities) followed by drilling, writing up stress and spelling, finalised with concept checking by using the vocabulary in a sentence.

[Study]

4. Show different rooms with corresponding characteristics such as a balcony, bathrooms, beds, Internet connections, TV-CD players, room services, view/s, costs and encourage choosing the best offer. Elicit useful questions to ask about hotel rooms.
5. Play the clip with a dialogue that demonstrates how to check into a hotel room. Learners check if their guesses are correct.
6. Ask if students can remember any questions. Write up anything they recall.
7. Students re-listen and report questions they heard to their partner and class.
8. Elicit questions and stress patterns (or intonation) before drilling them. Add patterns to the questions on the board. Replay the clip where necessary.

[Activate]

9. Students practice the dialogue in pairs, unaided.
10. Put the dialogue on the board.
11. Ask students to create their own dialogue for checking into a hotel room.
12. Learners perform their dialogues to the class.

Options and Suggestions

- Mute and re-play the clip to scaffold during practice.
- Pause the clip, so students can read a role. Practice once for meaning and repeat to drill pronunciation.

- Re-play for choral drilling. A half takes on Role A. Pause the clip before the writing appears. Students practice their part and then the other half takes Role B. After class choral drilling, pair students and repeat, swapping roles and using the clip for students to check their answers.
- Extend the activity by leaving the dialogue on the board. Students can write and practice their own responses to the questions as a scaffold for the dialogue. Challenge faster students to produce simultaneous speech.
- Class chain speaking: Practice the dialogue in a circle, where each speaker asks a question to the next student, who responds and asks the next student. Challenge students to do this quickly once their pronunciation has been drilled for accuracy, or as a warmer for the next class.
- To focus on grammar, replace Step 8 with identifying question words, auxiliaries, subjects and main verbs from sample sentences as a whole class. Follow with an interactive question unjumbling activity to practice questions.

Justification

Digital storytelling involves telling stories using blended digital media elements, which may include “text, pictures audio narration, music and video” (Robin, 2016, p. 17). An advantage of implementing Harmer’s (2008) ESA approach for digital storytelling activities lies in the flexibility to cater for learner needs and the teacher’s methodological understanding. The teacher can modify the linearly structured “Straight” sequence in this lesson by using the “Boomerang” or “Patchwork” procedures (Harmer, 2008). This means that the teacher may individualize learning according to students’ expectations and prior knowledge, or guide learning towards any related language focus necessary. In this lesson, the specific focus is on learning functional expressions (questions) to check into a hotel room and on developing speaking (intonation & stress). However, the option to deepen understandings of syntax by revising the word order of questions or drawing attention to intonation patterns or to vocabulary is possible.

The teacher first engages students affectively (Harmer, 2008). This aligns with the active learning principle where recall is augmented through the elicitation of emotions (Levine & Pizarro, 2004). An initial reaction to the clip might affectively activate learning. While this can aid with the recall of the target language, a dual goal during this phase is to pre-teach vocabulary. This might reduce cognitive overload (Sweller, 2011) during the Study stage, where students will focus on forms and notice the target language (Harmer, 2008). In practical terms, ESA offers versatility in lesson procedure that may require revision of additional language focus (e.g., question word order), where necessary. In the lesson, implementing ESA means that the teacher can differentiate language instruction and lesson directions based on student focus and needs.

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2.7

Activity 7

Activity Title	A Virtual Tour to a Museum in Hybrid/Online Classrooms
Introduction	The use of virtual environments for learning is a well-developed concept (Ellis, 1994). In this activity, learners use museums as the context to explore past tenses during open-ended speaking practice.
Target Language	French
Target Language Skills & Areas	Speaking – Presenting; Grammar – Mixed past tense forms (Passé Simple, Passé Composé, Passé Parfait); Functional - Expressing opinion (variable, as per student needs)
Learner Levels	Upper Intermediate – Advanced (C1 – C2 in the Common European Framework of Reference for Languages (CEFR))
Activity Aims	This activity aims to provide a memorable context in which to use a variety of tenses for open-ended practice as well as develop knowledge and vocabulary related to past events and art pieces (e.g., background, foreground, lighting, shading, Renaissance).
Activity Length	30 minutes
Preparation Time	15 minutes
Technical Requirements & Resources	Demonstration screen to guide students (e.g., overhead projector, smartboard or screen share if teaching online); personal mobile device or laptop (optional)
Procedure	[Pre –Task] 1. Introduce students to the Louvre site (https://www.louvre.fr/en/visites-en-ligne).

2. Ask students to enter the site and select a room. Why do they select the room? Elicit expressions to express opinion and write up or type up on the board.
3. Guide students to test the commands. Ensure they can turn left, right and access the artwork explanations.

[Task Introduction]

4. Explain that they will need to choose one piece to describe the historical context of the artwork and the piece itself.
5. Where appropriate, raise learner awareness of past corresponding social, historical, narrative, and other relevant conditions that differ to present ones. Students may choose to use a conjugation tool (e.g., <https://www.larousse.fr/conjugaison>) to check their verbs.

[Planning]

6. After students have selected a work of art, they will need to write down key verbs on palm cards (or use a note app on their phones, such as *AppleNotes* or *Microsoft OneNote*) taken from their Louvre painting description (and possibly paraphrased).

[Reporting]

7. Use the class screen for each student to present their chosen art piece to the class.

[Post-Task Analysis]

8. Generate hybrid or online class discussions by eliciting students' reflection on their choice of art piece.

Options and Suggestions

- This activity can be used to prepare for IELTS Speaking Part 2, where students talk about their favourite painting by using an English language version website (e.g., <https://britishmuseum.withgoogle.com/>).
- Vocabulary extension: If time allows, ask students to write down three new words and look them up on their phones to share with the class at the end. The class list can be added to their vocabulary notes.

- Focus on grammar: Ask students to listen to their peers and write down one exemplary sentence to notice differences in past tense use. Learners also write down another sentence that could be improved. This is reported back to the class, without saying which sentence was excellent and which should be improved. They are displayed on the board and error correction is undertaken in pairs, finalised with feedback as a class.
- Extension activity or modifying the approach by implementing project-based learning: Students can present their own art piece by creating a virtual tour of their own by using “VR Tour Creator” (<https://arvr.google.com/tourcreator/>). If focusing on tenses and history, an additional inquiry-based challenge may include the creation of a timeline of culminating events in French history, which students may choose selectively.

Justification

Task-based learning (TBL) has been implemented due to its flexibility in output, which may extend student understanding through interactive and co-operative learning (Müller-Hartmann & Schocker von Ditfurth, 2011) with peer and teacher feedback (Salzman, 2013). The teacher can note language lacunas, learner communicative and conversation strategies (e.g., negotiating, suggesting, expressing opinions, acknowledging others’ opinions, reading social cues to develop culturally - appropriate interaction patterns) during the planning and reporting stages. This can be followed up in the next lesson as the final Practice stage or set as homework.

Ellis (1994) emphasises the importance of contextualised cultural competence over grammatical competence in TBL. A virtual tour with a painting description should provide an opportunity for contextualized learning (Alizadeh, 2019) through real-life contextualization of grammar structures. Moreover, the task introduction where students are on a virtual tour is likely a form of useful cultural immersion (Shih, 2015; Yun, 2008) that develops “intercultural schema” (Levak & Son, 2016, p. 214). Finally, the open practice task means students may obtain more realistic

presentation practice using a virtual 360-degree camera (Alizadeh, 2019). This might encourage native-like output that may motivate students to continue to seek out authentic examples of French.

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2.8

Activity 8

Activity Title	Vermeer’s “The Milkmaid” Online Interactive Tour
Introduction	This activity uses the <i>Google Arts & Culture</i> site (https://artsandculture.google.com/) to allow students to get an interactive look at and take part in discussion of one of Johannes Vermeer’s most famous paintings using detailed art-related vocabulary.
Target Language	English
Target Language Skills & Areas	This activity has a wide range of possible areas of focus on vocabulary and skills related to discussing paintings and art in a gallery setting.
Learner Levels	High intermediate to advanced tertiary students and adults
Activity Aims	This activity aims to familiarize students with Johannes Vermeer’s famous painting, “The Milkmaid”, as well as some of the contextual information surrounding the creation of the painting during the Dutch Baroque (Art) Period in Holland (Netherlands). With regard to language learning, this activity offers a variety of specific vocabulary-based aims depending on framing and intent of the lesson.
Activity Length	20-40 minutes (this activity can be expanded – see below)
Preparation Time	1-2 hours
Technical Requirements & Resources	Computer and Internet access for each pair or small group of students. High-speed internet connection is recommended. If only one classroom computer is available, the teacher can have the entire class conduct the activity together with discussions in pairs or small groups.
Procedure	1. Visit the <i>Google Arts & Culture</i> site for “The Milkmaid” (https://artsandculture.google.com/story/the-milkmaid/cQJib89R45GfJg) and familiarize yourself with the vocabulary employed in the presentation (given

below). Also, pay attention to how the content is divided into sections.

2. Determine the focus of the lesson. This can vary depending on the level and intent of particular classes and lessons.
3. Introduce the target vocabulary through activities (created using online activity makers) such as cloze sentences (The Teacher’s Corner, 2020a), synonym matching (The Teacher’s Corner, 2020a), or dictionary games (Teaching Ideas, 2020).
4. Provide background on painting, famous painters, and Vermeer as necessary, including other examples of his work. Basic information on Vermeer and related art concepts can be found on the Encyclopaedia Britannica (2020) website.
5. Have students open the page for the activity, and discuss the following questions in pairs or small groups:
 - What is your first impression of this painting? Why?*
 - Why do you think Vermeer painted a kitchen maid at work?*
 - What is the most interesting part of the painting? Why?*
6. Lead students through the sections of the presentation by scrolling and pausing when necessary to solicit questions to various pairs/groups. This is to ensure that students are aware of how the site can be navigated although the interface is intuitive and easy for students who are used to more complex interfaces.
7. Have students review the introduction questions noting how or why their answers have or have not changed after completing the materials.
8. Provide a vocabulary review activity to complement the introduction activity.
9. (Expansion) In pairs or small groups, have students view another Vermeer painting, “Girl with the Pearl Earring”

<https://artsandculture.google.com/asset/girl-with-a-pearl-earring/3QFHLJgXCmQm2Q?hl=en-GB>

10. (Expansion) Demonstrate to students how they can zoom in close on any part of the painting to study its details.
11. (Expansion) Have students discuss the painting using the new vocabulary from the “The Milkmaid” activity.
12. (Expansion) Suggest/demonstrate to students who are interested in Vermeer, or other painters and artists how to explore the *Google Arts & Culture* site on their own.

Options and Suggestions

- Here is a list of the main vocabulary contained in this activity (in order of use):
capture, scene, elegant, affluent, leisure, sturdy, trickle, impressive, figure, perspective, monumental, character, convincing, subtle/subtly, arrangement, objects, scene, belie, symbolic/symbolise, significance, interpretation, paradigm, accuracy, virtuousness, meticulous, focus/focusing, domestic duties, stove, burning desire, fidelity, tradition, suggestive, references, reputation, promiscuity, lifelike, portrayal, indicate, consisting, masterfully, texture, glazed, earthenware, successfully, effect, brushstrokes, dots, impressionistic, pointillist technique, illuminated, pale, skin tone, refined, distinct, contrast, stand out (against), intensify, contour, distinguish, shimmer, somewhat, irregularities, positioned, rectangular, void, sense of space, attention
- The *Google Arts & Culture* site is easy to navigate even for students with little to no experience using computers. Therefore, it might be fun to have a student(s) come up to the teacher’s computer to demonstrate how to use the site while the teacher gives explanation.
- For lower-level students, scavenger hunts can be designed using Vermeer’s paintings, or any other on the

Google Arts & Culture site. For instance, ask students to find a painter who also painted a woman doing household chores, or wearing expensive jewellery, etc.

- Note: This activity contains explicit information of a mature nature, and so NOT recommended for immature and/or sensitive audiences. Monet's "The Water Lily Pond" (<https://artsandculture.google.com/story/monet-the-water-lily-pond/WgIS72IKcegXJQ>) can be substituted for this activity, though vocabulary must be adapted.

Justification

This activity is based on communicative language teaching principles (Richards & Rogers, 2001) in terms of the emphasis on peer-to-peer communication as the basis for interaction in the classroom. However, the approach of this activity follows what Howatt (1984) described as using English to learn rather than simply learning English. Content-based instruction activities such as this one also benefits from having more authentic language, which helps learners prepare for real world communication (Omaggio Hadley, 2001).

Relating to the vocabulary aspect of the lesson, Ballman (1997) emphasized how classroom activities can be enhanced through a focus on "vocabulary, grammar and content are integrated to reflect a specific theme or converge to represent a specific topic" (p. 173). Equally, as Nation (2007) related, vocabulary instruction should consider four main strands to be effective: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. This activity addresses the first strand (meaning-focused input) by having students read and enjoy the contents of *Google Arts & Culture's* page on "The Milkmaid" and aspects of Johannes Vermeer's life. Students produce meaning-focused output by discussing the provided questions related to the materials, while the emphasis on guessing and learning new art-related vocabulary is a form of language-focused learning. Fluency development is accomplished throughout the lesson through opportunities to incorporate new vocabulary in discussions, but particularly in Step 7 of the activity in which students review the introduction questions noting

	<p>how or why their answers have or have not changed after completing the materials.</p>
<p>References and Further Reading</p>	<p>Ballman, T. (1997). Enhancing beginning language courses through content-enriched instruction. <i>Foreign Language Annals</i>, 30(2), 173-186.</p> <p>Encyclopaedia Britannica (2020). Johannes Vermeer. https://www.britannica.com/biography/Johannes-Vermeer/Working-methods</p> <p>Howatt, A. (1984). <i>A history of English language learning</i>. Oxford University Press.</p> <p>Nation, P. (2007). Vocabulary learning through experience tasks. <i>Language Forum</i>, 33(2), 33-43.</p> <p>Omaggio Hadley, A. (2001). <i>Teaching language in context</i>. Heinle & Heinle.</p> <p>Richards, J., & Rogers, T. (2001). <i>Approaches and methods in language teaching</i>. Cambridge University Press.</p> <p>Teaching Ideas. (2020). Dictionary games. https://www.teachingideas.co.uk/dictionary-skills/dictionary-games</p> <p>The Teacher's Corner. (2020a). Fill in the blank/cloze sentence worksheets. https://worksheets.theteacherscorner.net/make-your-own/fill-in-the-blank/</p> <p>The Teacher's Corner. (2020b). Match-up worksheet maker. https://worksheets.theteacherscorner.net/make-your-own/match-up/</p>
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2.9

Activity 9

Activity Title	L2 Chat for Semi-Formal and Informal Language Learning
Introduction	L2 chat is a widely researched area in formal language learning settings, primarily focusing on aspects of language development (Sauro, 2012). This activity offers a semi-formal approach, supporting language learners to self-initiate L2 chat between peers and with native speakers.
Target Language	Any language
Target Language Skills & Areas	Conversational practice, chatting
Learner Levels	Intermediate adult learners
Activity Aims	This activity aims to extend L2 practice of language learners by involving them in semi-formal chat activities using a chat app. The term semi-formal emphasises the focus on self-initiation, both in task involvement and task performance. The activity is assigned in a formal space (the language class) and performed in the private space of the learner. Students are asked to initiate a chat about a topic of their choice, with self-selected chat partners (from their class), and to conduct the chat in their own time. Students learn to engage with others through chat and to maintain one (or several) chat threads. The activity also aims to prepare students for subsequent informal engagement with native speakers on the same app.
Activity Length	20 -30 minutes per chat (suggested time)
Preparation Time	Installation of app and setting up of profiles: 5 minutes Training session: 15 minutes Preparation of chat session by students: 60 minutes
Technical Requirements & Resources	<i>HelloTalk</i> (https://www.hellotalk.com) app (iOS, Android) free

HelloTalk is an L2 chat app that allows native speakers and language learners to engage in co-constructive L2 language exchanges. Similar apps, such as *Bilingua* (<https://bilingua.io>) could be used, but *HelloTalk* has the advantage of having group functions. Having gained confidence through using the app with their classmates, learners are prepared to engage informally in language exchange with conversation partners selected from the app.

Procedure

[Technical procedures]

1. Download *HelloTalk*.
2. Students set up their individual profiles.
3. Teacher sets up a group for all students of the class.

[Technical training]

Students are given an overview of:

1. language-related chat functions (e.g., translation and correction tools)
2. functional features (e.g., direct reply)
3. the language partner matching function (in preparation for subsequent informal chat practice)

[Task instruction]

To prepare for their chat moderation, students need to:

1. decide on a topic (e.g., hobbies, shopping, music)
2. look up relevant vocabulary
3. prepare a minimum of five questions

During the chat they need to keep the conversation going by:

1. asking questions that prompt others to participate
2. respond appropriately to messages

After approximately 20 minutes, the designated moderator concludes the chat by thanking everybody for their participation.

Once the chat is completed, the teacher has access to the transcript of the conversation.

Options and Suggestions

- To use this app confidently with their students, teachers should familiarise themselves with the app, ideally by taking a learner perspective and engaging in some chats

with informal language learners from the *HelloTalk* community.

- The teacher has the option of actively participating in the chats, observing without interfering, or alternatively staying out of the conversation.
- One could build in a focus on accuracy and ask students to correct each other with the correction tool.
- Using the ‘favourite’ tool, students can be asked to create a list of idiomatic phrases they encounter during their chats.
- Further, the app also has voice and video recording options, allowing multimodal and creative L2 use.
- Students can be encouraged to keep interacting with each other beyond the assigned activity and to seek additional language partners on the app.
- Students should be made aware about privacy issues, as well as cyber bullying and harassing that might occur when engaging with self-selected tandem partners in an unmonitored learning environment. For this reason, the activity is only recommended for adult learners.

Justification

This activity supports the development of the learners’ confidence and ability to engage in L2 chat as well as their conversational language skills. Theories in educational psychology (McCombs, 1991) have long shown that activation of personal interest and a sense of responsibility for the learning situation can have a positive effect on task engagement. In this semi-formal activity, students are put in charge of their conversation topic (personal interest) and of the moderation of the group chat (responsibility), supporting this imperative. Text chat or written synchronous computer-mediated communication (SCMC) is highly relevant for language learners as it is a pervasive means of communication. Two decades of SCMC research have established text chat as “an acknowledged context for L2 practice and development” (Michel, 2018, p. 164). Its similarity to spoken language (e.g., short turns, informal

language), yet slower pace in turn-taking, enables language learners to practice their language skills as it prepares them for realistic spoken and written chat communications.

In this activity, students take turns as chat moderators. In this role, they are required to anticipate questions and responses around the chosen topic (similar to the use of language strategies to prepare for spoken interaction, cf. Cohen, 1996). As they use these rehearsed phrases in the chat, they apply their prepared work in a semi-formal context, receiving immediate feedback from their peers. This process prepares students for subsequent conversations in less structured and more spontaneous chats with self-selected chat partners through the app.

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2.10

Activity 10

Activity Title	English Pronunciation Practice Using Speech Recognition Technology
Introduction	In this activity, teachers can set up online tasks in which learners have the opportunity to practice English pronunciation and receive immediate visual feedback on the intelligibility of their output followed by self-driven (or teacher-led) pronunciation practice.
Target Language	English
Target Language Skills & Areas	English pronunciation
Learner Levels	Beginning-intermediate at the primary and secondary levels
Activity Aims	This activity aims to enhance English as a second/foreign language (ESL/EFL) learners' English pronunciation accuracy through automated feedback and error treatment.
Activity Length	40 minutes
Preparation Time	20 minutes (setting up a microphone; email login)
Technical Requirements & Resources	<ul style="list-style-type: none"> • A desktop or laptop computer for each student • <i>iSpraak</i> (automated online pronunciation feedback website): https://www.ispraak.com/index.html • <i>Rachel's English</i> (free online video website for pronunciation practice): https://rachelsenglish.com/ • <i>YouTube</i>: https://www.youtube.com/ • <i>Google Chrome</i> (<i>iSpraak</i> uses the speech recognition toolkit incorporated into <i>Google Chrome</i>; <i>iSpraak</i> currently only works in <i>Google Chrome</i> and there is no support yet for mobile devices): https://www.google.com/
Procedure	1. Elicit students' knowledge about the Gettysburg Address delivered by U.S. President Abraham Lincoln during the Civil War.

2. Have students watch a video clip from the movie ‘Saving Lincoln’ on *YouTube*:
<https://www.youtube.com/watch?v=U2a-S3rjDBw>
3. After checking students’ comprehension of the video, ask them to engage in the *iSpraak* speaking task delivered to their email.
4. After checking students’ most common pronunciation errors generated by the *iSpraak*, demonstrate how to articulate the selected (most erroneous) pronunciation through video tutorials on Rachel’s English website:
<https://rachelsenglish.com/>
5. Once students have finished watching the video, provide teacher input on the pronunciation tips to students.
6. Have students practice the target pronunciation in groups of four for peer feedback.
7. Have students perform the identical *iSpraak* task to check on the progress.

Options and Suggestions

- After the first *iSpraak* speaking task, the students can then share some opinions about the automated feedback and their tips on pronouncing target sounds.
- If there is not enough time, the introduction part, including the Gettysburg Address, and video watching can be skipped or modified.
- The procedure above is a teacher-driven classroom-based activity. To promote self-driven out-of-class learning, *iSpraak* tasks can be assigned as homework. Students can keep a feedback log, monitor their performance, and work on their weaknesses.
- As the *iSpraak* system offers holistic pronunciation evaluation results to the teacher, he/she can track the progress of individual students as well as the entire class. Such findings will be used as a valuable formative

	assessment result that will support the teacher's course design and assessment.
Justification	<p>Research on second language (L2) acquisition suggests that corrective feedback makes L2 learners notice the discrepancies between their output and the target language. The significance of feedback appears even more evident in L2 pronunciation learning, as many errors produced by L2 learners can be the result of L1 interference (Flege, 1995). The influence of L1 may be so overwhelming that a simple comparison of input and output may not lead to the perception of variations in the learner's interlanguage from L2 standards (Strange, 1995). Subsequently, meaningful feedback must come into play to help L2 learners improve target pronunciation (Neri et al., 2001).</p> <p>By providing feedback, L2 teachers can help their students focus on specific pronunciation issues, which will encourage the students to try to improve themselves. However, it is difficult for a teacher to provide individual learners with specific pronunciation feedback, especially when teaching large classes. In this regard, immediate automated feedback, along with audio assistance from native English speakers for problematic words provided by <i>iSpraak</i>, could be an innovative practice for learning and teaching L2 pronunciation (Simon, 2015). Based on the <i>iSpraak</i>'s individualized evaluative feedback in the format of numeric scores and detailed problematic pronunciations, L2 learners can monitor their learning progress and improve their L2 pronunciation in an autonomous way.</p>
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2.11

Activity 11

Activity Title	Learning English Pronunciation Using an Automatic Speech Application
Introduction	In this activity, teachers can use an automatic speech recognition (ASR)-based application for pronunciation practices, which are selected based on students' pronunciation weaknesses identified from an ASR-based diagnostic assessment. Teacher-led communicative activities can be conducted afterwards.
Target Language	English
Target Language Skills & Areas	English pronunciation practice
Learner Levels	Beginning-intermediate at the secondary Chinese students
Activity Aims	This activity aims to help English as a foreign language (EFL) learners identify their pronunciation errors and enhance their pronunciation intelligibility.
Activity Length	45 minutes
Preparation Time	10 minutes (opening up the ASR-based mobile software; account login)
Technical Requirements & Resources	<p>1. <i>Liulishuo</i> mobile app (ASR-based mobile application): https://www.liulishuo.com/en/liulishuo.html</p> <ul style="list-style-type: none"> • The application supports both iOS and Android systems. • The application offers an ASR-based pronunciation proficiency test, which provides individual students with an overall pronunciation proficiency score and pronunciation errors. • The ASR-based pronunciation proficiency test can serve as a diagnostic test or pre-test, informing teachers of students' pronunciation weaknesses (e.g., segmental errors).

- Teachers can collect and record individual students' pronunciation reports. The procedures described below assume that students have completed the diagnostic test.
- Currently, its interface is mainly Mandarin Chinese, so the target users are more likely to be Chinese EFL students.

2. Brinton, Celce-Murcia and Goodwin (2010)

- This reference book provides hands-on pronunciation teaching activities such as dialogues or storytelling to practice target phonemes. Teachers can use these activities when they plan to integrate pronunciation tasks from constrained to less constrained practice with pronunciation instruction.

Procedure

1. The instructor informs students of their pronunciation strengths and weaknesses based on the ASR-based pronunciation test, which students have completed before the lesson. Salient pronunciation errors (e.g., diphthongs) can be selected as the learning objectives of the lesson.
2. The instructor asks students to open the target pronunciation practice from the *Liulishuo* application. Students watch the pronunciation instruction videos (e.g., articulation, examples of correct and incorrect pronunciation).
3. The instructor asks students to perform read aloud exercises of the target pronunciation from *Liulishuo*. A performance score and a pronunciation report demonstrating individuals' pronunciation accuracy, fluency, and rhythm will be provided.
4. The instructor asks students to practice a dialogue in pairs containing the target pronunciation. The instructor can find or modify examples of pronunciation dialogue practices of target phonemes from Brinton, Celce-Murcia and Goodwin (2010).
5. The instructor invites two groups to present the dialogue in class. For example, students who had relatively low or

	<p>intermediate pronunciation proficiency from the ASR-based pronunciation pre-test can be selected.</p> <p>6. The instructor presents a list of vocabulary containing target phonemes - examples can be found in the reference book. Guide three students to form a group and have them select words from the list and create a story.</p>
<p>Options and Suggestions</p>	<ul style="list-style-type: none"> • For Procedure 1, a diagnostic pronunciation test (pre-test) is facilitated by the ASR tool. The test is conducive for teachers to notice students' pronunciation weaknesses and narrow down teaching foci. • Procedures 2 and 3 concern about pronunciation knowledge delivery and controlled practice using the ASR-based application. These activities can be assigned as out-of-class learning before the lesson if there is not enough time. • For Procedure 3, teachers can collect students' target pronunciations performance by asking students to take screenshots. These reports can demonstrate how well students are learning. • More class time could be devoted to Procedures 4, 5 and 6. These activities move from controlled practice to more communicative oral practice. • For Procedure 6, teachers can have two groups of students to present their stories in class. • After addressing students' major salient pronunciation errors, teachers can have students perform a post-ASR-based pronunciation proficiency test, which is the same as the pre-test. The comparison between the pre-test and post- test can inform the progress of students' pronunciation learning.
<p>Justification</p>	<p>English pronunciation has been considered as challenging to teach, especially in EFL contexts (Ahn & Lee, 2016; Chen & Goh, 2011). One problem regarding pronunciation instruction is deciding teaching foci. Having students with different pronunciation proficiency levels, EFL teachers</p>

find it difficult to address all needed pronunciation features within a restricted class time and to provide individual students with appropriate opportunities for practice (Ahn & Lee, 2016). In view of the pronunciation instruction problems mentioned by EFL teachers, automatic speech recognition (ASR) technology offers some possible solutions. The teaching activities described above demonstrate how ASR technology can be used as a pronunciation assessment tool and a pronunciation learning tool. The automatic scoring and feedback hold the potential to facilitate pronunciation assessment, which acts as the key role in guiding or adjusting an instructional plan to address students' needs (Brinton, Celce-Murcia, & Goodwin, 2010; Derwing & Munro, 2015).

ASR-based pronunciation assessment can diagnose individual students' pronunciation difficulties, while not only narrowing down pronunciation instruction content but also pinpointing students' specific needs. In addition, ASR can be utilized as an autonomous pronunciation learning tool for students to raise awareness of pronunciation aspects and have more opportunities for controlled practice. After the controlled pronunciation practice, more class time can be devoted to communicative practice.

As *Liulishuo* currently supports only Chinese, the teaching context of this activity is set in Chinese. However, these teaching activities can be applied and adjusted to other EFL contexts using appropriate other ASR tools (e.g., Carnegie Speech Assessment).

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2.12

Activity 12

Activity Title	To Clone or Not to Clone
Introduction	This activity encourages learners to express their views and ideas on cloning by practicing four skills in English.
Target Language	English
Target Language Skills & Areas	Integrated (Listening, Speaking, Reading and Writing)
Learner Levels	High school/university students (A2/B1 in the Common European Framework of Reference for Languages (CEFR))
Activity Aims	This activity aims to raise learners' awareness of the pros and cons of scientific discoveries and to promote their critical thinking skills.
Activity Length	45 minutes
Preparation Time	15-20 minutes
Technical Requirements & Resources	A computer connected to the Internet with a projector and/or a large computer screen to show learners' responses on <i>Mentimeter</i> (https://mentimeter.com), accessing several websites such as <i>Genially</i> (https://www.genial.ly/), and <i>Padlet</i> (https://padlet.com).
Procedure	<ol style="list-style-type: none"> 1. The teacher asks students if they have ever heard the story of Dolly, the sheep. After getting several responses, the teacher tells the students that they are going to talk about cloning. 2. The teacher writes the following words on the board: clone, DNA, reproduce, suffer, and ban. Then, the teacher checks if the students know the words and explains them if necessary. 3. The teacher distributes/shows the students the reading passage (Appendix A) and asks them to answer five scanning questions (Appendix B) created on <i>Genially</i> in

five minutes. More time might be allowed depending on the pace of learners.

4. The students work in groups of four and/or five. Groups read the text in detail, interact with each other to list two possible pros and cons of cloning.
5. The students then create online boards using *Padlet* to present these pros and cons by integrating texts, pictures, and links. The teacher shows selected boards to other students and encourages a discussion.
6. As a post-reading activity, the teacher asks learners to respond to the following situation on *Mentimeter* (<https://www.menti.com>).
7. You have a dog and you love it very much. However, you know that one day s/he will have to leave you. In such a case, would you like to clone it? Why? Why not?

Options and Suggestions

- As homework or out-of-class assignment, the teacher can ask students to work in pairs/groups to create a poster on Dolly, the sheep using websites such as *PosterMyWall* (<https://www.postermywall.com/>). This poster can include related videos and images on the life of this sheep. This activity will lead the students to collaborate to put their ideas on a digital poster and to be creative. All posters can be visited online, and other students are invited to read the groups' contributions and notice similarities and differences.
- Students can be divided into groups. Then, some groups can focus on the pros of cloning, while the other groups on the cons. In addition to the information provided in the texts, groups should be encouraged to find more pros and cons of cloning by searching on the web. Then, they can present their ideas to each other.
- Students might be asked to find other scientific discoveries that have led to heated discussions among people. They then create a mini presentation on *Genially* to provide basic information about these discoveries. These presentations can be shared with other students

	and, in the next class, the top three discoveries can be voted.
Justification	<p>This activity is designed to encourage students to benefit from certain language learning strategies (discussed in Scarcella & Oxford, 1992) to enhance their learning. By leading students to read the text on cloning, for example, students might use a cognitive strategy to analyze and reason during the final step of the activity and a social/affective strategy to express themselves in addition to communicating with others and facilitating interaction while working in the groups. The activity also benefits from the principles of the cooperative learning approach since students work together to complete the tasks and to accomplish a common goal as provided in the activity. In this way, learners become active participants and learn how to work with other group members on the assigned language learning tasks. Moreover, since the activity proposed aims to lead students to work in groups, students are encouraged to use meaningful language that will occur when they interact with each other, especially while creating the online boards using Padlet. They are expected to have conversations while performing the task, which is in line with Vygotskian theory (cited in Lightbown & Spada, 2013).</p>
References and Further Reading	<p>Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R. & Mouza, C. (2020). <i>Teaching, technology, and teacher education during the COVID-19 Pandemic: Stories from the field</i>. Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/p/216903/</p> <p>Ferlazzo, L., & Hull Sypnieski, K. (2018). <i>The ELL teacher's toolbox: Hundreds of practical ideas to support your students</i>. Jossey-Bass.</p> <p>Lightbown, P. M., & Spada, N. (2013). <i>How languages are learned</i> (4th ed.). Oxford University Press.</p> <p>Scarcella, R. C., & Oxford, R. L. (1992). <i>The tapestry of language learning: The individual in the communicative classroom</i>. Heinle & Heinle.</p> <p>Son, J.-B. (2011). Online tools for language teaching. <i>TESL-EJ</i>, 15(1). http://www.tesl-ej.org/wordpress/issues/volume15/ej57/ej57int/</p>

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Appendix A. Reading: To clone or not to clone

If you are interested in Genetic sciences or if you follow the news, you have most likely heard the word ‘clone’ or ‘cloning’. Cloning is a large part of Genetic sciences. Simply put, cloning is when a copy of a living thing – such as an insect, a plant, or an animal– is created through the artificial development of one of its original cells. The result would be an exact copy of the original living thing. In other words, you would have the same plant, insect, or animal that you started with. Several animals such as frogs and mice have been reproduced from the DNA retrieved from their embryos. However, the first animal to be cloned using an adult cell was a female sheep named Dolly. Ian Wilmut and Keith Campbell along with several other colleagues cloned Dolly at the Roslin Institute in cooperation with the University of Edinburgh in Scotland. Dolly was born on 5 July 1996 and soon became the world’s most famous sheep. She went on to successfully give birth to six lambs. Dolly died around the age of 7 from a lung disease.

Consequently, the development of cloning has unraveled opposing opinions. There is no doubt that science will continue to make more advancements in Genetic sciences. Therefore, many people believe that scientists will soon be able to clone humans along with animals. Some people support cloning because of its potential to save animals in danger of becoming extinct. Moreover, if scientists can clone humans then they could clone human organs to save people’s lives. On the other hand, some people fear what could happen if we continue to develop cloning sciences. Some who oppose cloning think that scientists are trying to act as God.

There are many different advantages and disadvantages of cloning. For example, many people suffer from heart or kidney failure. The cloning of these organs could potentially save many lives. However, mankind would then be playing God. Many people who oppose cloning claim that it is dangerous and unethical. According to them, the world will be full of clones and monsters instead of real people and real animals. Therefore, they believe cloning should be illegal. Several countries have already banned the cloning of humans.

Australia, Canada, and the United Kingdom are among some of the many countries that have made it illegal.

How do we know that cloning will be put to good use? Who can stop countries from cloning for military purposes? Will these countries use cloning for good purposes like helping animals that are endangered or helping people suffering from organ failure? What do you think? Should scientists be able to clone animals and humans?

Appendix B. Scanning Questions

1. Dolly was the first animal to be cloned from

a) embryos	b) an adult cell
c) a gene	d) DNA

2. Dolly died from a disease when she was around 7 years old.

a) kidney	b) heart
c) eye	d) lung

3. One benefit of cloning would be the ability to clone animals that are becoming

a) permanent	b) temporary
c) invariable	d) extinct

4. A disadvantage of cloning would be the possible use of clones in

a) war	b) major government positions
c) schools	d) none of the choices

5. Several countries have already human cloning.

a) allowed	b) banned
c) permitted	d) legalized

2.13

Activity 13

Activity Title	How to Overcome Test Anxiety
Introduction	This activity encourages learners to express their views on test anxiety by practicing four skills in English. Learners are also encouraged to relate this experience to real-life issues.
Target Language	English
Target Language Skills & Areas	Integrated (Listening, Speaking, Reading, and Writing)
Learner Levels	High school/university students (B1 in the Common European Framework of Reference for Languages (CEFR))
Activity Aims	This activity aims to raise learners' awareness of test anxiety through reading and discussion and to develop their skills, including critical thinking, collaboration, and literacy.
Activity Length	45 minutes
Preparation Time	15-20 minutes
Technical Requirements & Resources	A computer connected to the Internet with a projector and/or a large computer screen to show learners' responses on <i>Mentimeter</i> (https://mentimeter.com), accessing several websites such as <i>Canva</i> (https://www.canva.com), <i>PosterMyWall</i> (https://www.postermywall.com), <i>Elllo</i> (https://elllo.org), <i>Vocaroo</i> (https://vocaroo.com), and <i>Cram</i> (https://www.cram.com).
Procedure	<ol style="list-style-type: none"> 1. Students are asked to visit www.menti.com to write the first word that comes to their minds when they hear the word 'test/exam'? 2. After a few minutes, the word cloud created automatically is shown to the students and several students are invited to comment on this cloud.

3. The students are told that they are going to read a short passage on test anxiety (see Appendix). Before reading, they are asked to complete a KWL (what I know, what I want to know, and what I learned) chart.
4. Before reading, learners are asked to fill in the first two columns (K - What I Know; and W - What I Want to Know) of the chart.
5. Several students are then invited to read/talk about their background knowledge/prediction.
6. After reading, the students working in groups of four or five fill in the third column (L - What I Learned). They can also publish their views on www.menti.com, where these views will appear as open-ended responses on the screen.
7. As a post-reading activity, the students will be provided with an advice column in which a high school student asks for advice about his/her problem of feeling anxious during a test. They, as the advice columnist, will be asked to write an answer or response to the high school student.

Options and Suggestions

- As homework or an out-of-class assignment, students can work in pairs/groups and create posters using *Canva* (<https://www.canva.com>) or *PosterMyWall* (<https://www.postermywall.com>) on how to deal with test anxiety. This activity aims to have them collaborate and use a variety of materials to share their messages regarding test anxiety.
- Students might be also asked to do a search using keywords such as test, exam, anxiety to find and listen to a recording or a video on the *Elllo* website (<http://elllo.org>). They might then record their voice to summarize what they listen to on *Vocaroo* (<https://vocaroo.com>). This activity aims to improve students' paraphrasing and pronunciation skills.
- Alternatively, students can be asked to create vocabulary flashcards based on the reading passage. They will select

	<p>five words, create the flashcards on <i>Cram</i> (https://www.cram.com) and share these with their classmates. This can be done individually, in pairs or groups.</p>
<p>Justification</p>	<p>The activity is designed to improve students' reading skills by linking what they are going to read in the text, which is test anxiety to their own lives. This is done by tapping into students' prior learning experiences, which might help the teacher infuse new information into existing structures in students' minds. In the first activity, students are asked to type the first word that comes to their minds as regards 'test' or 'exam' on the leading to a word cloud. This will not only activate their background knowledge (i.e., their schemata). Before the reading activity, students are also encouraged to show/talk about their background knowledge and interest in the topic in the chart provided. As part of the activity, students are encouraged to participate actively in pairs and groups under teacher-direction. In this way, students can get help from, known as scaffolding (cited in Zydney, 2012), and interact with their capable/less capable/equal classmates or peers, leading to opportunities to collaborative work or extend their knowledge (discussed in van Lier, 2004). Additional language development is also aimed at the post-reading activity where students will use their cognitive skills while analyzing and reasoning regarding the problem provided.</p>
<p>References and Further Reading</p>	<p>Ferlazzo, L., & Hull Sypnieski, K. (2018). <i>The ELL teacher's toolbox: Hundreds of practical ideas to support your students</i>. Jossey-Bass.</p> <p>Gillespie, J. (2020). CALL research: Where are we now? <i>ReCALL</i>, 32(2), 127-144. https://doi.org/10.1017/S0958344020000051</p> <p>Kılıçkaya, F. (2015, May). Cram: Creating vocabulary flashcards. <i>The AATSEEL Newsletter</i>, 58(2), 9-10. http://www.aatseel.org/publications/newsletter/2015-aatseel-newsletters/may_2015_aatseel_newsletter</p> <p>Kılıçkaya, F. (2018, December). Readlang: Learning languages by reading online. <i>APACALL Newsletter</i>, 22, 4-8. http://www.apacall.org/news/APACALL_Newsletter22.pdf</p>

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Appendix. Reading: Test Anxiety

Some learners are good at taking tests. They study the same materials for the tests. But they do better than some other students. So, how can they do this? Why do some students do well but others don't? The answer to this question is not simple. Many students study hard for the tests and do well. Some students do not study much, and they do poorly on the tests. Some students, on the other hand, listen to their teachers carefully in the classroom. They do their homework on time at home. They attend the class regularly at school. Unfortunately, on the test day, these students get low scores. Several of my students experience this problem in my English class. They study as hard as the others. They do their homework but when it comes to tests, they do poorly. When I talk to them about this, they say that they cannot remember anything on the test day. It seems that these students suffer from test anxiety.

Basically, test anxiety is a fear of taking tests. It is normal to feel a little nervous and stressed before a test. In fact, a little anxiety may help you focus on the test and do well. When students take a test, they experience feelings of worry and fear. They think that they cannot answer the questions on the test. They often sweat and their hearts pound. As a result, they cannot focus on the test. They cannot remember information. They cannot even answer simple questions. As a result, they fail. If you are one of these students, then there are several things to do. Here are some suggestions: You should be positive and have confidence in yourself. That is, you should first think that you will be successful. You should have good study habits. It is good to take notes in the classroom. It is also useful to underline important points. When you do not understand something, ask your teacher for help. Your teacher will be more than happy to help you. It will be a good strategy to start studying several days before the test. Do not leave things until the last minute. Studying for a test the night before is not a good strategy. But it is important to sleep well the night before the test. This will keep tiredness away from your mind and body. During the test, read the questions carefully. When you cannot answer a question, you should skip it. You should not spend your time. Try to answer the easy questions first. When there are difficult questions, leave them for later. When you feel bad during the test, close your eyes, and take a deep breath several times. Just try to relax. Then, return to the test. Do not forget. There are always tests. They are only tests. We know that they are important. But your future does not depend only on this test. You will do well in the next one.

2.14

Activity 14

Activity Title	Virtual Reality-Infused Language Learning
Introduction	Virtual Reality (VR) technology has reached a point in which it can be used for realistic learning. It allows learners to visit places they cannot physically visit and do things they cannot do within the constrain of schools and homes.
Target Language	English
Target Language Skills & Areas	Integrated skills, vocabulary and grammar
Learner Levels	Beginner-intermediate level
Activity Aims	This activity aims to provide learners with opportunities to collaboratively use the target language and technology to research and discuss a topic and create a topic-related poster.
Activity Length	180 minutes
Preparation Time	60 minutes (time for the teacher to prepare for materials)
Technical Requirements & Resources	<ol style="list-style-type: none"> 1. Downloaded VR application of Animals of Nusantara (AoN) from http://bit.ly/sldVRapps 2. VR glasses 3. Android smartphones 4. <i>Wakelet</i> (https://wke.lt/w/s/dLD37S) 5. <i>Padlet</i> (https://padlet.com/mhsantosa/animals)
Procedure	<ol style="list-style-type: none"> 1. Do a pre-activity <ol style="list-style-type: none"> a. Students brainstorm the topic of endangered animals. b. Students watch a video about tigers (https://youtu.be/FK3dav4bA4s) and respond to guided questions. c. Divide the class into four groups and each group is assigned a role as (1) government representatives, (2) NGO/activists, (3) citizens, or (4) zookeepers. d. Each group members respond from the perspectives of their roles.

2. Research the topic from different perspectives
 - a. In their groups, students learn about endangered animals from AoN VR (alternatively, pictures, animations and/or videos).
 - b. Students take notes on important information on the animals' habitat, numbers, food, etc.
 - c. Students do a crowd curation activity in *Wakelet* (<https://wke.lt/w/s/dLD37S>) to gather more information.
3. Put things together
 - a. Based on the roles, students write important points on an online wall such as *Padlet* (<https://padlet.com/mhsantosa/animals>).
 - b. Students visit each other's wall and give feedback.
 - c. In their groups, students discuss the feedback given.
 - d. In their groups, students list 3 main points for a virtual oral class presentation.
4. Create a poster
 - a. Students observe the assessment rubric for a poster project.
 - b. Students create a poster with the theme of "Saving Endangered Animals" individually.
 - c. Students may use digital tools such as *Canva* (<https://www.canva.com>) or *Venngage* (<https://venngage.com>) for poster creation.
 - d. Students exchange their work and give feedback to their friends' posters.
 - e. After the revision, students set up a gallery wall.
5. Reflect on the learning activities with questions, such as "What have you learned about endangered animals?" and "If you have one animal to save, what will it be and why?"

Options and Suggestions

- VR glasses are optional, but learners may experience more engaging learning when they are used. (Avoid using them for more than 5 minutes as students may feel dizzy.)

- Students can use any applications or software they are familiar with when designing their poster.
- Mind mapping activity can be inserted in Procedure 2 after the crowd curation activity.
- Instead of creating their own individual posters, they can also work in pairs or small groups.
- Students may review each other's poster during the process.
- A digital art gallery can be set up for displaying students' posters.

Justification

The VR-infused language learning activity focuses on cooperative learning that cultivates various 21st century skills. Cooperative learning that refers to a tradition of principles and techniques, which support teachers in facilitating interaction among learners, works best when learning task design encourages to interact (Dixon, Shewell, & Crandell, 2020; Johnson, Johnson, & Holubec, 2007). The VR-infused activity facilitates learners in interacting with not only with the learning content and instructional media but also with their peers as well as teachers. It is important that cooperative learning includes individual accountability (Johnson, Johnson, & Holubec, 2007), which encourages each learner to do their fair share toward the success of their group. Another reason for individual activity – before and/or after cooperating with peers – is that the success of cooperative learning lies not in what the group does but in what each group member learns (Jacobs & Ivone, 2020).

The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in future careers and workplaces (Mercado, 2017). The skills are varied but share some common themes that are based on providing effective learning in educational contexts. The pedagogies involve higher order thinking skills and learning dispositions represented in 4Cs, namely

	collaboration, communication, critical thinking, and creativity (Santosa, 2019).
References and Further Reading	<p>Dixon, S., Shewell, J., & Crandell, J. (2020). <i>100 ways to teach language online</i>. Wayzgoose Press.</p> <p>Jacobs, G. M., & Ivone, F. M. (2020). Infusing cooperative learning in distance education. <i>TESL-EJ</i>, 24(1), 1-15. http://www.tesl-ej.org/wordpress/issues/volume24/ej93/ej93a1/</p> <p>Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2007). <i>Nuts & bolts of cooperative learning</i> (2nd ed.). Interaction Book Company.</p> <p>Mercado, L. A. (2017). <i>Technology for the language classroom: Creating a 21st century learning experience</i>. Palgrave Macmillan.</p> <p>Santosa, M. H. (2019). Introduction to core skills and its best practices in the Indonesian classrooms. In M. H. Santosa (Ed.), <i>Penerapan core skills di kelas-kelas di Indonesia</i> (pp. 7-23). Azizah Publishing.</p>
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Appendices

Appendix A

Activity Types

Activities arranged according to activity types

Activity Type	Activity Number
Collaboration	2, 3, 4, 7, 8, 9, 11, 12, 13, 14
Communication	2, 3, 5, 6, 7, 8, 9, 11, 12, 14
Creation	2, 11, 14
Exploration	1, 2, 3, 4, 5, 8, 10, 14
Games	1
Mapping	4
Presentation	7, 12, 14
Reflection	2, 3, 4, 7, 12, 13, 14
Simulation	6
Storytelling	6
Tests	1, 10, 11, 13
Tutorials	1, 3, 5, 9, 10, 13

Where activities belong to more than one activity type, they are listed under each activity type. The activity types are categorised based on Son's (2017) online language learning activity types.

Reference

Son, J.-B. (2017). Online activities for language learning.

<http://drjbson.com/projects/oall/>

Appendix B

Activity Levels

Activities arranged according to target levels

Level	Activity Number
Beginner	5, 10, 11, 12, 14
Intermediate	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14
Advanced	1, 2, 3, 4, 7, 8
Any	6

Appendix C

Language Skills and Areas

Activities arranged according to language skills and areas

Level	Activity Number
Reading	1, 2, 9, 12, 13, 14
Writing	2, 3, 4, 5, 9, 12, 13, 14
Listening	2, 12, 13, 14
Speaking	6, 7, 8, 9, 12, 13, 14
Vocabulary	1, 2, 8, 14
Grammar	6, 7, 14
Pronunciation	6, 10, 11

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