

ENG529

Glossary

- **Acquire:** learn or develop (a skill, habit or quality).
- **Afficionados:** a person who is very knowledgeable and enthusiastic about an activity, subject, or pastime.
- **Avatars:** an icon or figure representing a particular person in a video game, internet forum, etc.
- **Assessment:** the action of assessing someone or something.
- **Asynchronous:** not existing or occurring at the same time.
- **Audio graphic:** The use of telecommunication technology to transmit audio and (prepared or real-time) graphics together.
- **Accessible:** able to be reached or entered.
- **Affiliations:** the state or relation of being closely associated or affiliated with a particular person, group, party, company, etc.
- **Autonomy:** the quality or state of being self-governing
- **Annotations:** short explanation or note added to a text or image, or the act of adding short explanations or notes.
- **Anticipated:** regards as probable; expect or predict.
- **Audiovisual:** is electronic media possessing both a sound and a visual component, such as slide-tape presentations, films & television programs.
- **Analogous:** comparable in certain respects, typically in a way which makes clearer the nature of the things compared.
- **Algorithm:** a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

- **Applied linguistics:** is an interdisciplinary field which identifies, investigates, and offers solutions to language-related real-life problems.
- **Anecdotal:** based on or consisting of reports or observations of usually unscientific observers.
- **Burgeoning:** beginning to grow or increase rapidly; flourishing.
- **Blog:** is a frequently updated web page used for personal commentary or business content.
- **Bibliophile:** a person who collects or has a great love of books.
- **Blended learning:** technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction.
- **Contemporary:** a person or thing living or existing at the same time as another.
- **Collaboration:** the action of working with someone to produce something.
- **Cognitive limitations:** limited skills related to planning, decision-making, and coping.
- **Constellations:** a group of stars forming a recognizable pattern that is traditionally named after its apparent form or identified with a mythological figure.
- **Consolidation:** the action or process of making something stronger or more solid.
- **Cost-effectiveness:** Cost-effectiveness means that the product meets all of the desired specifications at a price that is competitive.
- **Curriculum:** the subjects comprising a course of study in a school or college.
- **Cognitive:** of, relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering).
- **Concordance:** is an alphabetical list of the principal words used in a book or body of work / agreement or consistency.
- **Criterion:** a principle or standard by which something may be judged or decided.
- **Digitization:** the process of converting information into a digital format.
- **Dyadic:** of or consisting of a dyad; being a group of two.
- **Enthusiasm:** intense and eager enjoyment, interest, or approval.
- **E-books:** an electronic version of a printed book that can be read on a computer or a specifically designed handheld device.
- **Ecology:** the study of the relationships and their physical environment.
- **Encompassing:** include / comprehend.

- **Embedded:** existing or firmly attached within something or under a surface.
- **Epistemological:** relating to the theory of knowledge.
- **Extrapolate:** to estimate something or form an opinion about something.
- **E-Assessment:** evaluation that is created, written, delivered and marked with technology.
- **Emergentism:** the belief in emergence, particularly as it involves consciousness and the philosophy of mind.
- **Fictionally:** of, relating to, characterized by, or occurring in fiction : invented by the imagination.
- **Fantasy-inspired:** To form or conceive fancifully or fantastically; form a mental picture of; imagine.
- **Gamification:** the incorporation of game-style incentives into everyday or non-game activities.
- **Hybrid:** of mixed character; composed of different elements.
- **Hierarchically:** a system in which things are put at various levels or ranks according to their importance.
- **Hypotheses:** a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.
- **Interactive:** mutually or reciprocally active.
- **Interchangeable:** able to be exchanged with each other without making any difference or without being noticed.
- **Incorporate:** take in or contain (something) as part of a whole; include.
- **Intercultural:** taking place between cultures, or derived from different cultures.
- **Immersion:** the act of dipping something in a substance, completely covering it, deep mental involvement in something.
- **Interoperability:** the ability of computer systems or software to exchange and make use of information.
- **Innovation:** it can refer to something new, such as an invention, or the practice of developing and introducing new things.
- **Intimidating:** having a frightening, overawing, or threatening effect.
- **Interlocutors:** someone who is involved in a conversation and who is representing someone else.

- **Inductive process:** a method of reasoning in which a general principle is derived from a body of observations. It consists of making broad generalizations based on specific observations
- **Idiosyncratic:** a peculiarity of constitution or temperament : an individualizing characteristic or quality.
- **Longevity:** long existence or service.
- **Lexical:** relating to the words or vocabulary of a language.
- **Multimedia:** (of art, education, etc.) using more than one medium of expression or communication.
- **Multi-modal:** characterized by several different modes of activity or occurrence.
- **Morphological:** relating to the forms of words, in particular inflected forms.
- **Multidimensional:** anything with many different parts or aspects.
- **Nebulous:** the form of a cloud or haze; hazy/ (of a concept) vague or ill-defined.
- **Multidisciplinary:** combining or involving several academic disciplines or professional specializations in an approach to a topic or problem.
- **Meta-cognitive:** refers to one's awareness and ability to regulate one's own thinking.
- **Neurobiological:** a scientific field in which researchers study the nervous system and brain function.
- **Ontological:** a branch of philosophy, is the science of what is, of the kinds and structures of objects. In simple terms, ontology seeks the classification and explanation of entities.
- **Psycho-linguistics:** concerned with the nature of the processes that the brain undergoes in order to comprehend and produce language
- **Peer support:** encompasses a range of activities and interactions between people who share similar experiences.
- **Paradigm:** a typical example or pattern of something; a pattern or model.
- **Pedagogy:** the method and practice of teaching, especially as an academic subject or theoretical concept.
- **Peer-to-peer interactions:** describes an approach to interaction and collaboration between participants in a shared project or activity.
- **Proliferation:** rapid increase in the number or amount of something.
- **Proprietary:** relating to an owner or ownership.

- **Pragmatics:** the study of the practical aspects of human action and thought. the study of the use of linguistic signs, words and sentences, in actual situations.
- **Self-assessment:** evaluation of oneself or one's actions, attitudes, or performance.
- **Smart whiteboard:** also known as an electronic whiteboard, is a classroom tool that allows images from a computer screen to be displayed onto a classroom board using a digital projector.
- **Synchronous:** existing or occurring at the same time.
- **Socio-effective:** A person's social environment, and social and effective characteristics, are important predictors of several psychological and coping difficulties.
- **Synchronize:** cause to occur or operate at the same time or rate.
- **Scaffold:** a raised wooden platform used formerly for the public execution of criminals/ a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks.
- **Technology:** the application of scientific knowledge to the practical aims of human life.
- **Technology-mediated:** an 'umbrella' term, incorporating different approaches to using computers in learning and teaching.
- **Tele-collaboration:** the use of computer and/or digital communication tools to promote learning through social interaction and collaboration, thus moving the learning process beyond the physical boundaries of classrooms.
- **Videoconferencing:** the holding of a conference among people at remote locations by means of transmitted audio and video signals.
- **Virtual:** not physically existing as such but made by software to appear to do so.
- **Wizard:** a helping feature of a software package that automates complex tasks by asking the user a series of easy-to-answer questions.
- **Web 2.0 Applications:** websites and applications that make use of user-generated content for end-users. Web 2.0 is characterized by greater user interactivity and collaboration, more pervasive network connectivity and enhanced communication channels.
- **Zeitgeist:** the defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time.

ENG529 Quiz 1

1. By helping students to use technology, we can promote their _____. (autonomy)
2. Video games addicts should pay _____ games. (ESL)
3. The 'Nuzzel' is a _____ tool. (news)
4. The 'Hot Potatoes' is a _____ tool. (testing)
5. The 'Google Classroom' is a _____ platform. (learning)
6. A web 2.0 site allows to interact and collaborate as _____. (creators)
7. The 'Wikipedia' is a _____ tool. (web resource)
8. The 'Telegram' is a _____ tool. (chat)
9. Heart of Tota is kind of _____ video game. (ESL)
10. The internet has become a part of _____ phenomenon. (social)
11. Having internet access in classroom opens up _____. (learning)
12. The 'Everest Syndrome' refers to a situation of the use of _____ technology. (specific)
13. Learning becomes more durable because more _____ are involved in technology. (senses)
14. The PowerPoint is a/an _____ tool. (office)
15. Technology can be a/an _____ tool in language learning. (interactive)

ENG529 Quiz 2

1. Learners' _____ can be enhanced through technology. (cooperation)
2. Technology is a/an _____ tool for learners. (effective)
3. With the development of internet, technology is becoming a vital feature of _____ language classrooms. (second)
4. Learners must use technology as a _____ part of their learning process. (significant)
5. Technology has been integrated into language education since _____. (1960s)
6. In the age of technology, language education is embarking on a new _____. (trend)

7. Cooperation is one of the most important _____ for learning. (tool)
8. Technology is affecting education in _____ ways. (revolutionary)
9. Technology is redefining _____. (communication)
10. Internet allows language to come to _____. (learner)

ENG529 Mid-Term Solved

1. Definition of Technology

According to Merriam-Webster, technology is defined as: “The practical application of knowledge especially in a particular area” or “a manner of accomplishing a task especially using technical processes, methods, or knowledge” or “the specialized aspects of a particular field of endeavour.” The last definition is especially pertinent to the field of education.

2. In language teaching and learning, technology can be used for?

- Accessing information, including information about language
- Exposure to the target language
- Entertainment (i.e. reading/listening for pleasure)
- Creating text
- Publishing learner work

3. Benefits of Learning Technology

Many classroom teachers using technology have anecdotal evidence of their learners being motivated and engaged, and this is often a major reason for using learning technologies. There is also evidence that the use of technological tools empowers learners to transcend the traditional concept of the classroom (Drexler, 2010) and can lead to learners taking greater ownership of their learning (Terrell, 2011), especially through being actively involved together outside the classroom. Real language exposure has been transmitted to learners through technology.

4. ESL video games for learners:

- Phantasy Quest leaves you on a deserted island
- Sound Factory lets you play a musical factory
- Kinetetto 2
- The Ballard of Kinetetto 7
- Heart Of Tota
- Monster Basement

5. Name some useful sites for learning the English language:

- British Council Teaching English
- Onestop English
- Zozanga.com
- Manythings.org
- Academia.edu

6. Technology as an Effective Tool for Language Learning

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work (Keser, Huseyin, & Ozdamli, 2011).

7. Use of Technology and Development of Learners'

Higher Order Thinking According to Arifah (2014), the use of the internet increases learners' motivation. The use of film in teaching helps learners to realize the topic with enthusiasm and develop their knowledge. Learners can learn meaningfully when technology is used in the process of learning through using computers and the internet. When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning

8. CMC-based Environments

The advent of computer-mediated communication (CMC) opened up entirely new domains in distance language teaching, freeing students from the limitations of pre-determined curricula and materials, and introducing new options for learning through discussion and participation in collaborative environments. Importantly, for the first time distance language learners had the prospect of becoming more active agents in their learning: they could raise questions and participate in more open-ended, collaborative learning opportunities to complement the pre-determined course content.

9. Learning Management Systems (LMS)

The expansion of technology-mediated distance language teaching also required course developers and language teachers to make decisions concerning learning management systems (LMSs), also known as content management systems (CMSs) or virtual learning environments (VLEs). Doughty and Long (2003) were among the first to critique any prospect of the mass

commercialization of distance language courses packaged into “ill-fitting courseware management programs”.

10. Telecollaboration

While technology-mediated distance language teaching has been concerned with providing opportunities for communication and interaction in the target language, access to those opportunities with native speakers has also remained an enduring ambition. Tudini (2013) argues that interactions which are moderated or mediated by a teacher “are likely to provide only limited preparation for naturalistic conversation outside of the classroom”.

11. Web 2.0 Tools

More recently, online distance language environments have included, and, in some cases incorporated Web 2.0 tools, such as blogs and wikis. While joint authoring is a key functionality of wikis, the critical dimension of learner support in distance language teaching also needs to be addressed. Organizational aspects are a further challenge related to collaborative work in distance learning, particularly the time it takes for learners to come together and get the work underway.

12. What are Virtual Worlds?

While the basic concept of a virtual world has existed for some time, our modern concept of a VW is still a matter of some debate since their continuing evolution has led to refined definitions as well. While some might consider a massively multiplayer online role-play game (MMORPG) like World of Warcraft to be entirely different from a VW like Second Life, others see them as virtual cousins that share many of the same characteristics, with the key difference being that VWs are primarily considered as virtual environments that exist primarily for socializing or what Steinkuehler and Williams (2006) refer to as a “new third spaces” since they may provide virtual “spaces for social interactions and relationships beyond the workplace (or school) and home...”

13. Characteristics of a Virtual World (VW)

A VW can be defined as having the following characteristics:

- Online 3D environment: This may simulate the real world, or it may be wildly creative.
- Avatars: Avatars are the in-world representations of real people who control them.
- 24-hour accessibility
- Persistence: When a user logs out of a VW, their avatar, and the actions taken by that avatar, are not deleted.
- Social space: Although VWs may vary in look and theme, all VWs are primarily social spaces that exist for the purpose of humans interacting via their avatars.

14. VWs begin with details in five key areas:

- Age level: The specific age ranges recommended for the VW based on the information provided by the company. This may be in grade levels or age.
- Game level (low, mid, or high): A “pure” social environment would rarely be strongly game-like in nature.
- Socialization level (low, mid, or high): VWs are social spaces, but some are more social than others.
- Education focus (low, mid, or high): Nearly all VWs have potential use for education. The key is in the way that they are used. VWs are a tool for teachers in the same way that PowerPoint can be a tool.
- Technical requirements (low, mid, or high): Some VWs are more graphics-intensive than others. Some require more bandwidth, or are more difficult to navigate.

15. Practical Activity of Corpus

Corpus must be inculcated in ELT classroom, and learners should be given an autonomous environment for learning and exploring English. Moreover, non-native TEFL teachers have limited linguistic variety. If they lead their students to various authentic corpora, learners can learn best in their respective fields, for instance, journalism students can explore News on the Web corpus and Time Magazine corpus. Mark Davies built the following corpora, and they are free to use by all and sundry.

16. E-books on the Internet In modern times, e-books are finally coming of age.

A recent Time magazine article highlights growing competition in the e-book reader market. The release of Apple’s long-awaited iPad, with accompanying iBookstore and iBooks app, adds even more competition, with over 300,000 devices sold on the first day. Students should also learn technical aspects of the e-books, for example, they should download MobiReader, Winrar because some e-books require these softwares. As a practical task, students must explore the given link to download books from these sources. If users register themselves, they can download 10 books or articles in a day. This site is a reservoir for a bibliophile. Apart from books, it also gives free access to millions of research papers.

17. The World Wide Web and the Expansion of E-books

Many of the technical issues faced by e-books creators were resolved with the advent of the Web, a natural platform for e-books that was far more user friendly than BITNET and previous TCP/IP and FTP platforms. With a viable platform in place and a potential audience of millions, academics, libraries, and enthusiasts jumped into digitization projects and the number of e-book libraries began to increase dramatically. An example of such a site is Renaissance Editions, an online repository of works printed in English between the years 1477 and 1799. The site was founded in 1992 by Risa Bear, a staff member of the University of Oregon Libraries (which hosted the site) and an accomplished poetess with a passion for the literature of the period. From 1992 to 2005, Bear and her contributing editors published over 164 e-

books on the Web, including works by Shakespeare, Francis Bacon, Mary Wollstonecraft, Edmund Spenser, and Jonathan Swift.

18. E-books and Their Future on the Internet

The thirty-year history of the e-book on the Internet began with slow and steady development and then launched into accelerated progress. Early efforts focused on putting public domain, rare, and unique content online, in Michael Hart's words, "to make the full record of humanity as intellectually accessible as possible to every human being, regardless of linguistic or cultural background." As the commercial implications of Internet e-books became clear, aggregators and publishers joined in, focusing on the Internet as a market for frontlist titles. Authors became involved too, wrestling with the commercial implications of e-books while exploring them as a new medium. The interests of all those involved are largely complementary. For instance, digital projects tend to focus on books that are out of copyright, and publishers are concerned about their catalogue. All want to promote e-books, even Google Books, which has caused the most legal commotion and disharmony to date. Academics and enthusiasts will continue to create websites with free downloadable ebooks. Authors will use the Internet as they explore e-books in their literary work. Consumers will make purchasing decisions based on costs (monetary and otherwise). If the costs are too high, independent-minded consumers will find ways to "liberate" e-books by harvesting and sharing the content.