



ENG529

Final-Term

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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Short Questions — Answers

1. Example of Human-Computer Language Interaction

Human-computer language interaction means communication between a human user and a computer using language.

Example: A learner uses a **speech-recognition program** to speak English, and the computer recognizes the speech and gives feedback on pronunciation.

2. THREE different forms of E-Assessment

Three common forms are:

1. **Online tests, quizzes, and exams**
2. **E-submission and e-marking**
3. **Self-assessment and peer-assessment**

3. TWO main learning environments in Blended Learning

The two main learning environments are:

1. **Face-to-face learning** — usually synchronous classroom instruction.
2. **Online learning** — usually asynchronous learning through digital platforms.

Blended learning combines these two environments in a planned and complementary way.

4. Which university developed COCO Corpus?

COCA (<http://corpus.byu.edu/coca/>) is a freely available online corpus of English, Created by Mark Davies at Brigham Young University. The corpus has over 450 million words of text that covers spoken, fiction, popular magazines, newspapers, and academic text genres. Users can search for exact words and phrases, parts of speech, and collocations through the COCA interface. In addition, users can take advantage of semantically-based queries to Differentiate usages of synonyms (e.g., little vs. small) or related words (e.g., men vs. women).

5. Two technologies used for Language Learning

Two examples are:

1. **Mobile phones/smartphones**
2. **Computers and the Internet**

Other examples include tablets, digital cameras, voice recorders, video conferencing, and Web 2.0 tools.

6. Virtual World — Judgment/Category Levels

Virtual worlds are categorized according to five major areas:

1. **Age level**
2. **Game level** — low, medium, or high
3. **Socialization level** — low, medium, or high
4. **Education focus** — low, medium, or high
5. **Technical requirements** — low, medium, or high

7. Define MUD

The evolution of MUDs led to the creation of MOOs (MUDs, Object-Oriented), with the first created by Stephen White in 1990. While these often looked almost identical to MUDs at first glance—still text-based environments that allowed for multiple users—they also integrated a new feature called object-oriented programming. This allowed for the owner of the MOO, typically called the wizard, to add elements such as a new room or items within a room (again, still text-based) without custom programming a new environment from scratch (a feature that may seem familiar to users of modern VWs like Second Life).

8. THREE True/False Statements about Virtual Worlds

1. **Virtual worlds are primarily social spaces.** — **True**
2. **Virtual worlds allow real-time interaction between avatars.** — **True**
3. **When a user logs out, the avatar and its actions are deleted.** — **False**

Virtual worlds are persistent, meaning the avatar and its actions are not deleted when the user logs out.

9. What is Student Response System (SRS)?

A **Student Response System (SRS)** is a technology used in face-to-face teaching to **increase interaction, improve feedback, and collect students' responses/data**. It allows teachers to quickly check students' understanding during a lesson. **TurningPoint** is given as an example.

10. FIVE True/False Statements about Technology and Education

1. Technology can promote visual, verbal, and kinesthetic learning. — **True**
2. Technology always improves learning automatically. — **False**
3. The positive effect of technology depends on how teachers use it. — **True**
4. Technology can help learners develop higher-order thinking. — **True**
5. Technology should be used only because it is available. — **False**

11. What are Web 2.0 Tools? Define any TWO examples.

Web 2.0 tools are Internet-based tools that allow users to **interact, collaborate, and create user-generated content** in virtual communities.

Blog: An online platform where users can write, publish, update, and receive comments on texts.

Wiki: A collaborative online platform where users can jointly create and edit content.

12. Five Characteristics of Virtual Worlds

Five characteristics are:

1. **Online 3D environment**
2. **Avatars**
3. **Real-time interactivity**
4. **24-hour accessibility**
5. **Persistence**

Other characteristics include social space and the ability to accommodate many users.

13. How does Technology Develop Learners' Higher-Order Thinking?

Technology develops higher-order thinking by:

- Exposing learners to multimedia and different sources of information.
- Encouraging learners to analyze and interpret information.
- Promoting meaningful learning through computers and the Internet.
- Increasing motivation and active involvement.
- Helping learners move beyond simple memorization toward analysis, interpretation, and problem-solving.

14. CCA Program — Define

CCA stands for **Colossal Cave Adventure**. It was one of the first text-based computer games, created by **Will Crowther in 1975–1976**. It provided a virtual text-based environment based partly on the real Mammoth Cave system in Kentucky.

15. Define Curriculum Design

Curriculum design is the systematic planning and organization of learning objectives, content, teaching methods, learning activities, technology, and assessment to create an effective learning program.

In technology-integrated education, the curriculum should use technology according to learners' needs and learning objectives.

16. Three Benefits of Digital Books

Three benefits of digital books/e-books are:

1. **Portability** — many books can be carried on one device.
2. **Convenience and easy access** — learners can access books through devices such as smartphones, tablets, and e-readers.
3. **Searchability and interactivity** — e-books are searchable and can provide interactive learning experiences.

17. Benefits of Self-Assessment

Self-assessment:

1. **Encourages reflection** on one's learning.
2. Helps teachers **focus feedback** on areas students do not already understand.
3. Develops **learner autonomy** and makes students more responsible for their own learning.

18. Benefits of Self-Developed Courseware

Self-developed courseware:

1. Can be designed for a **specific group of learners**.
2. Can include **vocabulary annotations and multimedia glosses**.
3. Can improve **vocabulary knowledge and reading comprehension**.
4. Can provide **immediate and customized instruction or feedback** through intelligent tutoring systems.
5. Can provide individualized practice according to learners' needs and learning rates.

19. E-Marking in Exam Bodies

E-marking is the process in which examiners provide marks and feedback to students electronically. Examination papers may be completed electronically or handwritten papers may be **scanned and securely uploaded** to an e-marking system.

It helps examination bodies **speed up marking** and provide electronic feedback.

20. How does AWE Improve Writing Skills?

AWE (Automated Writing Evaluation) can help improve writing by providing technology-based feedback on students' written work. It can help learners identify problems and revise their writing.

Examples include:

- **Criterion**
- **Turnitin**
- **Writing Pal/W-Pal**

21. What is Learning Experience?

A **learning experience** is the complete process through which a learner gains knowledge, skills, and understanding through interaction with teachers, classmates, learning materials, activities, and technology.

In a technology-supported environment, it can become more **collaborative, flexible, interactive, learner-centred, and enjoyable**.

22. Focus on Form — Five Categories

A pedagogical approach developed to create opportunities for noticing during meaning-oriented learning activities is Focus on Form (FonF, Long, & Robinson, 1998) where the breakdowns, once again, give rise to an examination of new linguistic structures that remain to be learned and controlled by the L2 learner.

23. Use of Technology in CALL System

Technology in a **CALL (Computer-Assisted Language Learning)** system can be used for:

- Grammar and vocabulary practice
- Reading and writing
- Listening and speaking
- Pronunciation training
- Multimedia learning
- Communication and interaction
- Immediate feedback
- Individualized learning
- Online and mobile language learning

CALL is the most widely used term for technology in language learning.

24. E-Assessment Approach

E-assessment is the use of information technology for assessment. It includes online tests, quizzes, examinations, electronic submission, e-marking, self-assessment, peer assessment, and student response systems.

It may be used for **formative, diagnostic, or summative assessment** and can provide immediate feedback.

Long Questions — Answers

1. What is CAPT and What is Its Usage in Language Learning?

CAPT stands for **Computer-Assisted Pronunciation Training**. It is a technology-based approach used to help language learners improve their pronunciation. CAPT systems use computers and digital technology to provide learners with opportunities to practice pronunciation.

CAPT can be used to:

1. Give learners opportunities for repeated pronunciation practice.
2. Help learners improve the accuracy of their pronunciation.
3. Provide feedback on learners' spoken production.
4. Allow learners to practice individually at their own pace.
5. Reduce dependence on constant teacher supervision.
6. Support speaking development through technology-assisted practice.

2. TWO Approaches for Providing Feedback in E-Assessment

Two major approaches are:

1. Digital/Annotated Feedback

Teachers can provide feedback electronically by:

- Using digital feedback forms.
- Adding comments to students' work in Microsoft Word or Adobe Reader.
- Annotating assignments directly in Blackboard or Turnitin.
- Uploading the marked assignment back to the student.

2. Multimedia Feedback

Teachers can provide feedback through:

- Audio recordings
- Video recordings
- Screencasts
- Online feedback forms or rubrics

These approaches make feedback easier to access and can provide students with detailed guidance for improving their performance.

Compilation

3. TWO Challenges that Evolving Technologies Pose to Educators in Teaching L2 Reading

1. Distraction and Information Overload

Modern technology gives L2 learners access to huge amounts of information. However, online reading can cause **distraction, information overload, and fragmentation**. Learners may focus on short, informal, de-contextualized language instead of sustained reading and critical thinking.

2. Keeping Up with Rapidly Changing Technologies

Technologies are continuously developing, making it difficult for teachers to keep up. Teachers must select appropriate technologies and connect them with sound **pedagogical and theoretical principles**. New tools often appear faster than educators can integrate them into curricula.

Therefore, educators need to select technology carefully and ensure that it supports genuine L2 reading objectives rather than using technology simply because it is new.

4. Discuss Two Approaches for Feedback on E-Assessment

Two useful approaches are:

A. Written and Annotated Feedback

Teachers can provide written comments through digital feedback files, rubrics, or annotations. They may comment directly on students' work using **Word, Adobe Reader, Blackboard, or Turnitin**.

B. Audio/Video Feedback

Teachers can record audio, video, or screencast feedback and make it available to students online. This allows teachers to explain errors and suggestions in greater detail.

Both approaches make assessment more flexible and allow students to receive feedback without needing a traditional face-to-face meeting.

5. What Considerations Should Teachers Strive for in Blended Learning? — 5 Points

Before adopting blended learning, teachers should consider:

1. Teacher Training

Teachers need appropriate training to select and use the right technological tools and to choose an appropriate blend of online and face-to-face learning.

2. Appropriate Balance

Teachers should decide what is best taught **face-to-face** and what is best done **online**. The blend should be based on learners' proficiency, language content, and skills.

3. Cost

Teachers and institutions should consider the cost of technology, equipment, software, and implementation. Resources should be used efficiently.

4. Student Motivation and Retention

Blended learning requires self-discipline and motivation. Teachers should make learning objectives clear, encourage self-directed learning, and consider students' cultural and local needs.

5. Peer Support

Peer support is important because teachers cannot always be available. Online interaction allows students to help each other, share ideas, improve communication skills, and develop social skills.

6. COCA — Corpus of Contemporary American English: Benefits

COCA stands for the **Corpus of Contemporary American English**. A corpus is a large electronic collection of authentic language data that can be studied to understand how language is actually used.

Five benefits of using a corpus such as COCA:

1. **Authentic language:** It provides examples of real language use.
2. **Vocabulary learning:** Learners can examine words in real contexts.
3. **Collocations:** It helps learners discover which words commonly occur together.
4. **Grammar and language patterns:** Teachers and researchers can study common grammatical structures and usage patterns.
5. **Language teaching and research:** Corpus data can help teachers prepare materials and help researchers investigate actual language use.

7. Plass and Jones — Related Explanation

Plass and Jones are associated with the use of **multimedia technology in second-language learning**. Their work is important because multimedia can provide learners with different forms of input, such as:

- Written text
- Images
- Audio

- Video
- Glosses and annotations

Multimedia can support language learning by helping learners understand meaning through more than one mode. For example, a learner reading a difficult English word may receive a written explanation, an image, and an audio pronunciation.

The important idea is that technology should not simply add multimedia features. It should be designed according to **language-learning principles and learners' needs** so that technology supports comprehension, vocabulary development, and meaningful learning.

8. Advantages and Disadvantages of Computer Technology for Teachers and Learners — Bransford, Brown, and Cocking (2000)

Advantages

For teachers:

1. Access to a wide range of teaching resources.
2. Ability to connect learners with global communities.
3. Opportunities to provide multimedia and interactive learning.
4. Ability to support different learner needs.
5. Easier communication and collaboration.

For learners:

1. Access to information from around the world.
2. Opportunities for communication with other language users.
3. Greater learner autonomy and independence.
4. More interactive and meaningful learning.
5. Development of collaboration and higher-order thinking skills.

Disadvantages/Challenges

1. Technology does not automatically improve learning; its success depends on **how teachers use it**.
2. Teachers may lack technological expertise.
3. Technology can distract learners.
4. Excessive dependence on technology may reduce meaningful human interaction.
5. Technical problems and unequal access to technology can create difficulties.

Conclusion: Computer technology has great potential, but its educational value depends on thoughtful pedagogical use. The teacher's role remains essential in selecting and integrating technology effectively.

9. TWO Long True/False Questions

True/False 1

Statement: Blended learning combines face-to-face and online learning environments in a complementary and planned manner.

Answer: TRUE.

True/False 2

Statement: The positive effects of computer technology automatically occur whenever technology is used in the classroom.

Answer: FALSE.

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