



ENG529

Mid-Term (Solved)

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.

Maha Malik

Technology in Language Teaching

ENG529_ Technology in Language Teaching Mid-Term (Solved)

Q. Technological tools for language learning

Examples:

- ✚ Learning Management Systems (e.g., Moodle, Blackboard)
- ✚ Mobile apps (e.g., Duolingo, Memrise)
- ✚ Virtual Reality (VR) tools for immersive language practice
- ✚ Speech recognition software (e.g., Rosetta Stone)
- ✚ Online collaborative platforms (e.g., Google Docs, Padlet)

Q. Benefits of the internet in learning

- ✚ Instant access to information (e.g., dictionaries, grammar tools).
- ✚ Opportunities for real-time communication through video calls or chat.
- ✚ Access to diverse multimedia resources for immersive learning.

Q. How technology is helpful in language teaching and learning

- ✚ Enables personalized learning (adaptive learning apps).
- ✚ Increases student engagement with interactive tools.
- ✚ Provides access to authentic language materials (videos, blogs).
- ✚ Supports collaboration through global connections (pen pals, forums).
- ✚ Enhances teacher efficiency with automated grading and tracking.

Q. Websites for ESL learning

- ✚ British Council: Teaching English
- ✚ Dave's ESL Cafe: ESL Resources
- ✚ Breaking News English: Lessons
- ✚ ManyThings.org: Quizzes
- ✚ Edutopia: Educational Resources

Q. How technology has changed the education system?

1. Shift to online and hybrid learning models.
2. Access to global resources and educators.
3. Integration of multimedia for dynamic lessons.
4. Enhanced collaboration through digital tools.
5. Data-driven insights for personalized instruction.

Q. Terms similar to CALL

- ✚ TELL (Technology-Enhanced Language Learning)
- ✚ MALL (Mobile-Assisted Language Learning)
- ✚ WELL (Web-Enhanced Language Learning)
- ✚ NBLT (Network-Based Language Teaching)
- ✚ CMC (Computer-Mediated Communication)

Q. Benefits of technology for language learning

ENG529_ Technology in Language Teaching Mid-Term (Solved)

1. Enhances accessibility to diverse resources.
2. Promotes learner autonomy.
3. Provides real-time feedback and progress tracking.
4. Offers immersive and interactive learning environments.
5. Encourages collaborative global learning communities.

Q. Examples of technology in classrooms

- ✚ Use of interactive whiteboards for dynamic lessons.
- ✚ Integration of VR/AR for immersive cultural experiences.
- ✚ Collaborative tools (e.g., Google Classroom, Padlet) for group projects.

Q. Technological tools for modernizing education

- ✚ Zoom/Google Meet for virtual classrooms.
- ✚ Moodle/Canvas for course management.
- ✚ Kahoot for interactive quizzes.
- ✚ Grammarly for writing assistance.
- ✚ Flipgrid for video-based discussions.

Q. The role of technology in teaching methods

- ✚ Argument 1: Facilitates a shift to student-centered learning.
- ✚ Argument 2: Encourages blended learning with online and in-person elements.
- ✚ Argument 3: Fosters critical thinking through interactive tools and real-world simulations.

Q. Advantages of internet-based language learning

1. Instant access to vast language resources.
2. Opportunities to practice with native speakers online.
3. Variety of multimedia formats for different learning styles.
4. Real-time updates and evolving content.
5. Cost-effectiveness compared to traditional methods.

Q. 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.

Q. 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

ENG529_ Technology in Language Teaching Mid-Term (Solved)

- ✚ Publishing learner work

Q. 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.

Q. ESL video games for learners

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

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

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

Q. 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).

Q. 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

ENG529_ Technology in Language Teaching Mid-Term (Solved)

Q. 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.

Q. 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”.

Q. 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”.

Q. 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.

Q. 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...”

Q. Characteristics of a Virtual World (VW)

A VW can be defined as having the following characteristics:

ENG529_ Technology in Language Teaching Mid-Term (Solved)

- ✚ 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.

Q. 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.

Q. 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.

Q. 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.

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

ENG529_ Technology in Language Teaching Mid-Term (Solved)

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.

Q. 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.

Q. How has technology revolutionized teaching methods? Give three arguments.

- ✚ Enhanced Engagement: Technology makes learning interactive through multimedia tools such as animations, videos, and simulations.
- ✚ Personalized Learning: Adaptive learning platforms provide customized content based on students' needs and learning pace.
- ✚ Remote and Blended Learning: Online platforms allow students to access lessons from anywhere, making education more accessible.

Q. How has technology changed the classroom atmosphere? Provide three examples.

- ✚ Smart Classrooms: Interactive whiteboards and projectors make lessons visually appealing and engaging.
- ✚ Collaborative Learning: Online discussion forums and group projects enhance peer interaction.
- ✚ Paperless Environment: Digital assignments and e-books reduce dependency on physical materials.

ENG529_ Technology in Language Teaching
Mid-Term (Solved)

Q. What are five benefits of using technology in language learning and teaching?

- ✚ Improved Pronunciation through AI Tools
- ✚ Access to Authentic Language Materials
- ✚ Gamified Learning for Motivation
- ✚ Instant Feedback and Assessments
- ✚ Flexible Learning with Mobile Apps

Q. What are five advantages of the internet in education?

- ✚ Vast Information Availability
- ✚ Remote Learning Opportunities
- ✚ Multimedia Integration for Better Understanding
- ✚ Global Connectivity for Knowledge Sharing
- ✚ Quick Updates on Latest Research

Q. How is the internet an instant source of information? Provide three points.

- ✚ Access to Real-time News and Research
- ✚ Online Libraries and Databases
- ✚ Search Engines Provide Instant Answers

Q. How has technology played a vital role in improving education? Give five arguments

- ✚ Bridging the Digital Divide in Education
- ✚ Incorporation of AI for Personalized Learning
- ✚ Enhanced Teacher-Student Communication through LMS
- ✚ Automated Assessment Systems for Efficient Grading
- ✚ Use of VR and AR for Experiential Learning

Q. Name five technology tools used for academic purposes

- ✚ Learning Management Systems (LMS)
- ✚ Google Classroom
- ✚ Digital Libraries
- ✚ Turnitin for Plagiarism Detection
- ✚ Online Collaboration Tools

Q. Name three tools that modernize teaching methods

- ✚ Smart Boards
- ✚ Virtual Reality
- ✚ AI-based Learning Assistants

Q. List five tools/gadgets that are modernizing language learning

- ✚ Duolingo
- ✚ Rosetta Stone
- ✚ AI-powered Pronunciation Apps

**ENG529_ Technology in Language Teaching
Mid-Term (Solved)**

- ✚ Interactive Whiteboards
- ✚ Speech-to-Text Software

Q. Name three technology tools used for language learning

- ✚ Babbel
- ✚ Grammarly
- ✚ Google Translate

Q. What tools do you use for language learning? Mention three names.

- ✚ Duolingo
- ✚ Quizlet
- ✚ Anki

Q. Name two tools used by teachers in an educational context.

- ✚ Kahoot
- ✚ Edmodo

Q. Name three websites for ESL learners

- ✚ BBC Learning English
- ✚ ESL Library
- ✚ FluentU

Q. List three tools for ESL learners.

- ✚ English Central
- ✚ LingQ
- ✚ Speechling

Q. What are three examples of technology-enhanced language learning?

- ✚ AI-powered Chatbots for Conversational Practice
- ✚ Virtual Reality for Immersive Language Learning
- ✚ Online Language Exchange Platforms

Q. What does CALL stand for?

Computer-Assisted Language Learning

Q. Name five terms related to CALL

- ✚ E-learning
- ✚ Blended Learning
- ✚ Digital Literacy
- ✚ Online Language Labs
- ✚ Mobile-Assisted Language Learning (MALL)

Q. What are five similar terms of CALL?

**ENG529_ Technology in Language Teaching
Mid-Term (Solved)**

- ✚ Technology-Enhanced Language Learning (TELL)
- ✚ Computer-Based Language Learning (CBLL)
- ✚ Mobile Learning (M-learning)
- ✚ Intelligent Tutoring Systems (ITS)
- ✚ Virtual Learning Environments (VLE)

Q. What are the key aspects of Computer-Mediated Communication (CMC)?

- ✚ Synchronous and Asynchronous Communication
- ✚ Text, Audio, and Video Interaction
- ✚ Collaboration through Online Platforms
- ✚ Cross-cultural Communication
- ✚ Instant Feedback and Adaptive Learning

Q. What are five considerations before adopting a blended learning approach?

- ✚ Institutional Readiness
- ✚ Technology Infrastructure
- ✚ Teacher Training and Support
- ✚ Student Accessibility and Engagement
- ✚ Assessment and Feedback Mechanisms

Q. Name two web course management systems for higher education.

- ✚ Moodle
- ✚ Blackboard

Q. How do interactive whiteboards enhance student engagement? Provide five benefits.

- ✚ Encourage Interactive Learning
- ✚ Enhance Visual Understanding
- ✚ Support Multimedia Integration
- ✚ Enable Real-Time Collaboration
- ✚ Facilitate Immediate Feedback

Q. What are three benefits of e-assessments?

- ✚ Automated Grading for Efficiency
- ✚ Instant Feedback for Learners
- ✚ Flexible and Remote Accessibility

Q. What are five levels of virtual worlds?

- ✚ Text-Based Virtual Worlds
- ✚ 2D Graphical Virtual Worlds
- ✚ 3D Immersive Environments
- ✚ Augmented Reality (AR) Spaces
- ✚ Fully Simulated Virtual Reality (VR) Worlds

**ENG529_ Technology in Language Teaching
Mid-Term (Solved)**

Q. Describe the social nature of virtual worlds.

Virtual worlds enable users to interact in real-time through avatars, facilitating social learning, collaboration, and cultural exchange in an immersive environment.

Q. When and who introduced the first e-book?

Michael S. Hart introduced the first e-book in 1971 as part of Project Gutenberg.

Q. How are major publishers selling e-books directly to consumers?

Major publishers use proprietary platforms, direct sales through websites, and subscription-based models to distribute e-books.

Q. Name two e-book libraries.

- ✚ Project Gutenberg
- ✚ Open Library

Q. Three ways learners can contact their teachers and other learners

Learners can contact each other and teachers through:

- **Online socialization** in multimodal learning environments.
- **Virtual office hours** using tools like MOOs.
- **Discussion spaces** for sharing assessment-related ideas and support.

Q. How technology develops learners' higher-order thinking

Technology supports higher-order thinking by:

- Enhancing **motivation** through engaging tools like the internet and film.
- Supporting **meaningful learning** by integrating multimedia and educational tasks.
- Encouraging **problem-solving and analysis**, which are part of higher-order cognitive skills.

Q. How does socialization differ among virtual worlds?

Virtual Worlds (VWs) vary in their **socialization levels**—some are more focused on interaction (high socialization), while others are game-centric with less emphasis on social exchange. VWs serve as “**new third spaces**” offering environments for relationships beyond school or home.

Q. Five characteristics of virtual worlds

Virtual Worlds have the following features:

1. **Online 3D environment**
2. **Avatars** representing users

**ENG529_ Technology in Language Teaching
Mid-Term (Solved)**

3. **Real-time interactivity**
4. **Persistence** (activities and avatars remain after logout)
5. **Social spaces** designed for human interaction

Q. Five major publishers that sell front-list e-books directly to consumers

These include:

1. HarperCollins
2. Random House
3. Macmillan
4. Simon & Schuster
5. Penguin

Q. Three technical challenges faced by early e-Book creators

1. Digital rights management
2. Risk of undercutting print sales
3. Finding a suitable electronic format and reader

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