

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of God, Most Gracious, Most Merciful



ENG529

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,

Real Communication

There has also been a clear shift in the role of the Internet, away from it being a huge resource library towards what has been called Web 2.0, where communication takes the lead, which has led to an increase in internet use. in real-time (synchronously), or at different times (asynchronously), thereby providing opportunities for authentic language practice (i.e. real communication), rather than the practice for practice’s sake that usually takes place in the classroom.

Pedagogy vs. Technology

This increase in the availability of technology has led to an explosion of interest in its use in the language classroom. Despite the potential for new ways of learning, the trap that teachers can fall into is one of being seduced by the ‘wow factor’ of new technology, with pedagogy being pushed to the sidelines. Moreover, as language classrooms become more technologized, there is a real danger of teachers developing.

Multimedia Courseware

Most early language-learning software targeted a specific skill area, such as reading comprehension or grammar knowledge. With the ability to incorporate audio and video, new opportunities emerged for

multimodal courseware. In the early days of CALL, the ability to create courseware incorporating audio was problematic, let alone using video. However, there were early courseware projects which incorporated video. Some of the first uses were developed at Brigham Young University. Through the development of courseware under the Time-shared Interactive Computer Controlled Information Television (TICCIT) project

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.

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.

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

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

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.

Name some useful sites for learning the English language

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

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).

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 predetermined course content.

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”.

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

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THE END

ZB

Advice

Hmaesha relax ho ke parha kryn panic mat hua kryn apky parents ky bohat khawab hoty hn wo pura krny ki puri koshish kea kryn kbi b ksi pe depend na kea kryn apko bs ak insan success kr saqta ha or wo insan ap khud hn apky elawa koi nahe ap bs koshish kryn Allah pak pe strong yakeen rakha kryn or mehnat krke sb Allah ke hawaly kr dea kryn everything is possible be brave be strong stay blessed

Hum insan hamesha moat se darty or bhagty hn or moat se bachny ki koshish krty hn jabke moat ny ana hi ana ha hum

moat se nahe bach saqty humy jahanam se bachny ki koshish krni chaheay hum jahanam se bach saqty hn

Insan ko 3 chezo se dar lagta ha Moat Risk/Dolat Ezat Shohrat Fame

Moat

Humy pta hona chaheay Moat tab ani ha jab Allah chahy us se pehly puri dunya bi ak taraf ho ke apko marna chahy to apka kuch nahe beggar saqti

Risk/Dolat

Risk Dolat sb Allah pak ke hath m ha puri dunya ak taraf b ho jay na apsy apka risk cheen saqti ha na de saqti ha Ye sirf ALLAH pak ky hath m ha

Izat Zilat Shohrat Fame

Izat Zilat Sirf Allah de saqty hn puri dunya mel ke b apko zra brabr b demage nahe kr saqti Agr ALLAH Apko izat dena chahay to puri dunya ak taraf ho ke b apko 1% b nuksan nahe pohancha saqti

Phr Dar ks bat ka ??????????????????

**Be brave be strong Just put your trust To ALLAH
Hamesha Confident or himat se raho kbi ksi k samne
mat jhuko puri dunya mel k b apka kuch b nahe
beggar saqti**

ZB

MY REQUEST FROM ALL OF YOU

ZB Request from All of you My family

Mjy ap sbki help or support ki zarort ha or wo ye k hum sb Mel
kr Allah ka Quran ki Urdu translation logo tak pohanchy or
Quran ko samjna asaaan kryn dosro k leay sb tak Allah ka Quran
pohanchy it's my campaign hum log 70+ age k ho jaty hn phr b
hmy namaz tak ki translation nahe pta hoti k hum Allah pak se
Kya Dua kr rhy hn so hum youngster's ko Mel kr puri takat or
energy ke sath Allah ka Quran spread krna ha

Hum puri Koshish kr rhy hn k hum sb Mel k Quran ki
translation or most important topics ko maximum share kry with

translation hmara maksad Quran ko spread krna ha be a part of us

m apni pocket se ye sb kr rha ho Allah ka Quran spread krny k leay apne or mene sbny Marna ha ak din to q na Allah k leay Kuch kryn apni energies apni power ko bajay negative use krny k Allah k leay invest kryn khud ko be a part of us

Agr m 23 ki age m apny sare sources use kr rha ho pocket se heavy amounts give away kr rha ho Quran spread krny k leay to ap just share to kr saqty hn itna e kr dyn

Contact ZB +92 300 5427579

Agr ap mujsy contact na kr sky too b ap jo b hn jaha bi hn waha Allah ka quran pheelay zada se zada with urdu translation jitni himat ha utna share kryn

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WhatsA<https://whatsapp.com/channel/0029VaODheTDp2Q8YVcoON2p>

Second WhatsApp channel

Follow the  VIRTUAL SQUAD DAILY UPDATES  channel on WhatsApp:

<https://whatsapp.com/channel/0029VafvOcy90x2tPbUaX02I>

YouTube:

<https://youtu.be/-AMj4iNz0UE?si=hg29pJZ1kujzg57J>

Passing criteria for a course

Letter Grade	Grade Points	Equivalent Percentage
A+	4.00	90-100
A	4.00	85-89
A-	3.66 - 3.99	80-84
B+	3.33 - 3.65	75-79
B	3.00 - 3.32	71-74
B-	2.66 - 2.99	68-70
C	2.00 - 2.65	61-67
D	1.00 - 1.99	50-60
F	0.00	00-49

Passing Criteria for a Course:

The passing criteria is defined in such a way that it ensures the student shall be consistent in his studies throughout the semester.

Therefore, for passing a course/subject, student shall fulfill the following:

- a) Secure minimum **20%** score in Formative Assessments/Mid terms
- b) Secure minimum **20%** score in Final Term Examinations.
- c) Secure at least **40%** marks in aggregate while fulfilling the above requirements

Course Selection and Credit Hours

Q: How do I select courses when the course selection is open?

A: Follow these steps:

1. Check the credit hours allowed by your university (e.g., 21, 18, or 15 credit hours).
2. Each subject typically has 3 credit hours.
3. Divide the total allowed credit hours by 3 to determine how many subjects you can select.

Examples:

21 credit hours = 7 subjects

18 credit hours = 6 subjects

15 credit hours = 5 subjects

Remember, the university may allow different credit hours for each student, so check your specific allowance.

By following these steps, you can make informed decisions during course selection and manage your credit hours effectively.

.....**My Family**.....

"Just Relax and focus! Exams are not difficult. Put in your 100% effort and trust in Allah.

.....**AL-Quran**.....

"And indeed, with hardship comes ease." (Quran 94:5)

Remember, I'm here to support you! Stay brave and strong!"

May Allah bless you

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