Quality and Innovation in Language Learning and Teaching

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Abstract

Improving the quality of education through the diversification of contents and methods and promoting experimentation, innovation, the diffusion and sharing of information and best practices as well as policy dialogue are most countries strategic objectives in education all over the world .Every person is unique having different abilities, characteristics, and needs. In today's information society, equal access to information is a prerequisite for inclusion and equal opportunities for all Growing student numbers, increased student diversity and rapidly transforming technological and work practices have changed the relationship between universities and the wider community [10]. This study is about the different innovative frameworks of Information and Communication Technology (ICT) integration in education and introduced some of the ICT integration tools in language teaching and learning to shed the light on the most innovative models and tools of ICT integration in Education, furthermore, this study introduced various quality standards of language programs and teaching and learning.

Introduction

In recent years, several studies and reports have highlighted the opportunities and the potential benefits of Quality and innovation that Information and Communication Technologies (ICT) integration support and affect educational outcomes. Particularly, they as a mechanism at the school education level that could provide a way to rethink and redesign the educational systems and processes, thus leading to quality education for all. Bitter and Legacy (2006in [6].) have mentioned that effective integration of technology depends on teachers who have knowledge technology in their classroom. And Educators must play their significant role in creating an environment in which technology can be used optimally in teaching process Moreover, Deubel, P. (2017)stated that there must also be a change in the teacher's paradigm for teaching and learning, according to Gary Shattuck (2013). His Six Laws for the Adoption of Technology in Education also relate to sustaining an innovation. If an innovation is considered, educators must also deal with the laws of scarcity, change, beliefs, perception, diffusion, and leadership, which he proposed (Shattuck, 2013in [6]). Thus, this particular study will present some of the ICT Integration frameworks and models that used for quality education to clarify that each education system and program isa unique and should have its own suitable framework or model according to the technology policy and targeted group needs, furthermore this study will shed the light on some examples of the ICT integration tools for language teaching and learning .In conclusion the study will present examples of the quality standards of English language programs and teaching and learning, thus the study will try to answer these questions:

1) What are the different frameworks and models of ICT integration in Education?
2) What are the innovative tools of ICT integration in language teaching/learning?
3) What are the quality standards of English Language programs and language learning?

Importance of the study:

1. This study will highlight the ICT integration models and tools in education
2. This paper will be a supportive guide for teachers and learners on quality standards of English language and the innovative tools for integration ICT in language learning and teaching.

Research method: The researcher used the descriptive method.

Literature Review

Innovation in ICT Frameworks and Models: The combination of innovative, increasingly learner-centered pedagogy and new learning technologies inevitably has implications for the teaching

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and learning methods used. Here we will present some of the frameworks of ICT integration frameworks.

1. Flexibility-Activity Framework, *Collis & Moonen (2001*)

According to Collis and Moonen (2001) [8], flexible learning is related to a variety of forms to study used in higher education. They say that "students in higher education have for a long time chosen from a variety of courses, studied their textbooks in a variety of locations and times, and selected from a variety of resources in the library. Learning also takes place outside of explicit course settings, as students' interaction with other or takes part in events such as guest instructors or debates and use built-in tutorials to help them how to use a software package. the Flexibility-Activity Framework described in Collis and Moonen (2001) [8]. It is particularly useful for interpreting the environmental dimension of IILL, although it also has much to say about the technology-pedagogy interface. The Flexibility-Activity Framework is a general, non-linguistic framework focusing on the use of ICT in Higher Education. It is based on the premise that computer technology is particularly useful for enhancing flexibility for the learner. More specifically, the Flexibility-Activity Framework distinguishes four key components for flexible, ICT-supported learning in Higher Education. These are technology, pedagogy, implementation and institution respectively [8]. The interdependency of the four components is illustrated in the following diagram:
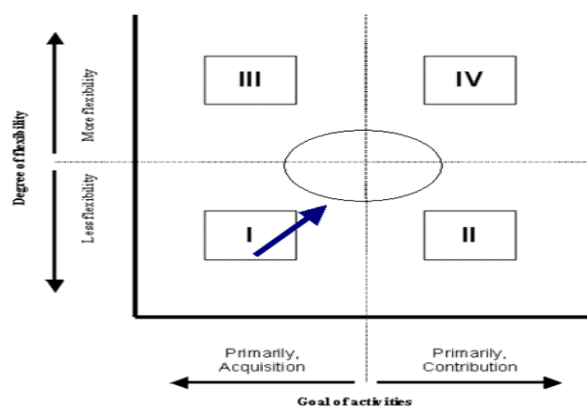

Figure1: Flexibility-activity framework *Source: Collis & Moonen 2001, p.2*4 adopted from
Muianga, X. (2005) [10]

2. TAPAK Framework (1987-2006)

Here are three main components of teachers' knowledge: content, pedagogy, and technology. Equally important to the model are the interactions between and among these bodies of knowledge, represented as PCK, TCK (technological content knowledge), TPK (technological pedagogicalknowledge) and TPACK. TPACK stands for Technological, Pedagogical, and Content Knowledge, and the interaction between these three concepts as they relate to teaching in a technology enhanced learning environment.
TPACKFRAMEWORK: http://www.tpck.org/. Koehler, M. J., & Mishra, P. (2009) [9]. For more information see: http://www.tpck.org/

3. The SAMR Framework

The SAMR Model, developed by Dr. Ruben Puentedura, describes technology integration through four levels defined as follows:
Substitution: Technology is used as a direct substitute for what you might do already, with no functional change.
Augmentation: Technology is a direct substitute, but there is functional improvement over what you did without the technology.
Modification: Technology allows you to significantly redesign the task.
Redefinition: Technology allows you to do what was previously not possible: for more information see Figure3 in: http://hippasus.com/blog/
SAMRFRAMEWORK: http://citejournal.s3.amazonaws.com/wp-content/uploads/v17i2cpFig1.jpg
adopted from: Cherner, T., & Curry, K. (2017) [4].

4. Bloom's digital model (2006-2012)

Andrew Churches (2008, 2009) discussed an interesting set of new digital verbs for each of the levels in the taxonomy, reflecting new objectives in the road to literacy. He calls it Bloom's Digital Taxonomy Map, a must see. Thus, by integrating technology into K-12 schools, we are assisting with the development of technologically literate citizens. Bloom's Digital Taxonomy Map[6]: http://edorigami.wikispaces.com; http://www.ct4me.net/technology_integr.htm.

5. TETIS Model

In this model, the adoption of the new model for the socio-technical approach in the use of the TETIS platform can be easily recognized. The three elements in the social sub-system are: subjects (students, teachers, researchers etc.), communities (classes, teachers' councils, sometimes integrated by psychologists, pedagogists etc.), and society (all people interacting with the system). [2]. See the 6 figures – About Data flow in the information system TETIS https://www.researchgate.net/figure/238577112_fig5_Figure-5-Data-flow-in-the-information-system-TETIS in Cartelli, A., (2007) [2]. For more models see: A systematic model for ICT integration by Wang, Q., & Woo, H. L., (2007) [14] and generic model by Qiyun Wang (2007) [15].

Innovative English language teaching and learning tools

Innovative tools to Teach English as a Second Language: Rue (2015) [12] presented some creative tools teachers could use in the teaching and learning English, these are:

1. Learning through TED Talks: Many conversational scenarios in the ESL classroom rely on common sense conversational set-ups: asking for directions or introducing oneself and giving pertinent biographical details. TED, Cengages Learning, provides learning scenarios that do something more: encourage students to discuss ideas talk about an interspecies internet and students can brainstorm their own ideas about community engagement after being inspired by stories of TED talkers doing the same.

2. Pocketing Learning with Targeted Language Apps like Duolingo: The benefits of using apps to teach ESL are manifold. There are many apps vying for the "Best Language Learning App" crown—of these, Duolingo is currently the one with the most buzz.

3. Using Social Media… for Good: According to the IACP Center for Social Media, a mind-boggling 1.3 billion active users check Facebook on a daily basis. And Twitter 2012 stats record an average of 175 million tweets *per day*. We've already noted that social media can be a great tool for creating classroom community and avenues of communication.

4. Smart boards are a Smart Choice: Syncing your lessons with images, sound clips, and video clips is a great way to model pronunciation, inflection, and real life language scenarios.

5. Utilize online library and reading tools-Intermediate and advanced readers can listen and read along for free to a range of stories and short reports, while another site, Voxy, prides itself on delivering relevant reading choices (i.e. not "The banana is on the table") tailored to each learner.
- Using the internet as a vocabulary building tool is also an effective strategy.
- An online picture dictionary delivers the perfect place to explore, while sparing use of Google Translate can be a good spot for your students to check their own work or satisfy their curiosity [11]. In general, technology types used for learning might fall into nine categories, the selection of which would be determined by the content that is being taught, how it is taught, and a decision on what type of technology would best help in achieving instructional goals. Types include: word processing, organizing and brainstorming, data collection and analysis, communication and collaboration, instructional media, multimedia creation, and instructional interactive, database and reference, kinesthetic technology [7].

Innovation in Quality Standards of Language Teaching and Learning
A. CEA Standards for English Language Programs
CEA Standards for English Language Programs and Institutions provides a context for each of the 11 standard areas and a discussion of the intent of each of the 44 individual standards. To see only the individual standards, click on the standards area below. The 2017 Standards are below or available as a printable pdf. Sites are subject to the standards in place at the time of their accreditation workshop; contact CEA-accreditation.org/ for additional information. For more information see: CEA Standards for English Language Programs and Institutions: www.cea.accreditation.org [3].

B. **World Readiness** *Standards* **for Foreign Language Learning (ACTFL)**
   1) Communication: Communicate in Languages Other Than English;
   2) Cultures: Gain Knowledge and Understanding of Other Culturesthe products and perspectives of the culture studied;
   3) Connections: Connect with Other Disciplines and Acquire Information viewpoints that are only available through the foreign language and its cultures;
   4) Comparisons: Develop Insight into the Nature of Language and culture;
   5) Communities: Participate in Multilingual Communities at Home & Around the World. For Information See: http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

C. The WIDA English Language Development Standards [13]
The 2012 Amplification of the English Language Development (ELD) Standards reflects WIDA's most current thinking on the language of school and how to promote language learning in ways that are helpful to teachers and students. For more information see: https://www.wida.us.

D. TESOL/CAEP Standards
The national teacher education accreditation agency in the United States, Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE), identified four domains from which standards should be created: Content Knowledge, Pedagogical Knowledge, Learning Environments, and Professional Knowledge. TESOL's Language and Culture domains would fit under "Content Knowledge," while Instruction and Assessment would fit under "Pedagogical Knowledge," with Professionalism included in "Professional Knowledge." "Learning Environments" might include standards from any of the five TESOL domains (language as a system, *Standard 2. Culture as It Affects Student, Standard 3.a. Planning for Based ESL and Content Instruction, Standard 4.a. Issues of Assessment for English Language Learners, Standard 5.a. ESL Research and History) Learning*as. The CAEP categories are just a different way of organizing the information.

Conclusion and Recommendations
This study presented some of the ICT integration frameworks and models which are not the best but to show the development in these models as you can see above, and as mentioned by Mark Schneiderman (2004,in Deubel, p .(2017).), Director of Education Policy at the Software & Information Industry Association (SIIA), confirmed "education technology is neither inherently effective nor inherently ineffective; instead, its degree of effectiveness depends upon the congruence among the goals of instruction, characteristics of the learners, design of the software, and educator training and decision-making, among other factors. "Proper planning, teacher training, school leadership, technical support, configured hardware, network infrastructure and Internet access, pedagogy and instructional use, intensity of software use", all play a role in an effective implementation.in terms of sustaining technology in schools, a more concentrated effort is needed to use technology to customize learning. According to the Digital Learning Council (2011) [5], an initiative of the Foundation for Excellence in Education, "Today, less than 10 percent of students around the nation are experiencing the benefits of digital learning. States must advance bold reforms to make systemic changes in education to extend this option to all students" (p. 3). Moreover, further studies need to explore all ICT new Models that affect teaching and learning quality, investigate the models used in the Arab world and in Saudi Education in particular, compare the effectiveness of these models on teaching and learning quality in Saudi universities, explore the best model from teachers and students

perspectives in Saudi Arabia. Innovation, including the implementation of Web 2.0 tools and mobile devices, must become part of a school's culture to be sustained, and more studies about socio-technical theory and what role can communities play is needed.

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