



International Conference ICT for Language Learning



Quality and innovation in Language Learning and teaching

**Muna Matter Aljohani
University of Tabuk
Saudi Arabia**





International Conference ICT for Language Learning



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 learning



International Conference ICT for Language Learning



. Information and communication technology (ICT) is the main platform and driver in fulfilling this prerequisite, as it is usable and accessible (and used as assistive technology) by everyone concerned, including persons with disabilities(2016



International Conference ICT for Language Learning



, this study introduced some of the frameworks and models of ICT integration in education and in teaching and learning to shed the light on the most effective models and tools of ICT integration in Education ,furthermore this study moreover , introduced various quality standards of language programs



International Conference ICT for Language Learning



- 1-Scarcity:** If sufficient hardware, quality software, and bandwidth are not available for all users, an innovation could not be sustained.
- 2-Change:** Educators need to be willing to adapt to changes in society that impact "everything from economic issues to political, cultural, and societal issues."



International Conference ICT for Language Learning



Perception: "Making decisions based upon your reality only can create problems. We must understand other people's perceptions before moving forward."

Diffusion: We need to know how to foster diffusion of an idea

Leadership: The school or district leader matters when considering the laws of scarcity, change, beliefs, perception, and **diffusion**. (Shattuck, 2013in Deubel,p .(2017).



International Conference ICT for Language Learning



Objectives :

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 is unique and should have its own suitable frame work 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



International Conference ICT for Language Learning



ICT integration Frameworks and Models:

The combination of innovative, increasingly learner-centered pedagogy and new learning technologies inevitably has implications for the teaching and learning methods used at universities. According to Collis and Moonen (2001, p.9), 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



International Conference ICT for Language Learning



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.



International Conference ICT for Language Learning



ICT integration Frameworks and Models :

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

The first framework of reference for this study is the Flexibility-Activity Framework described in Collis and Moonen (2001 in Jager, S. (2009). It is particularly useful for interpreting the environmental dimension of ILL, 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.**

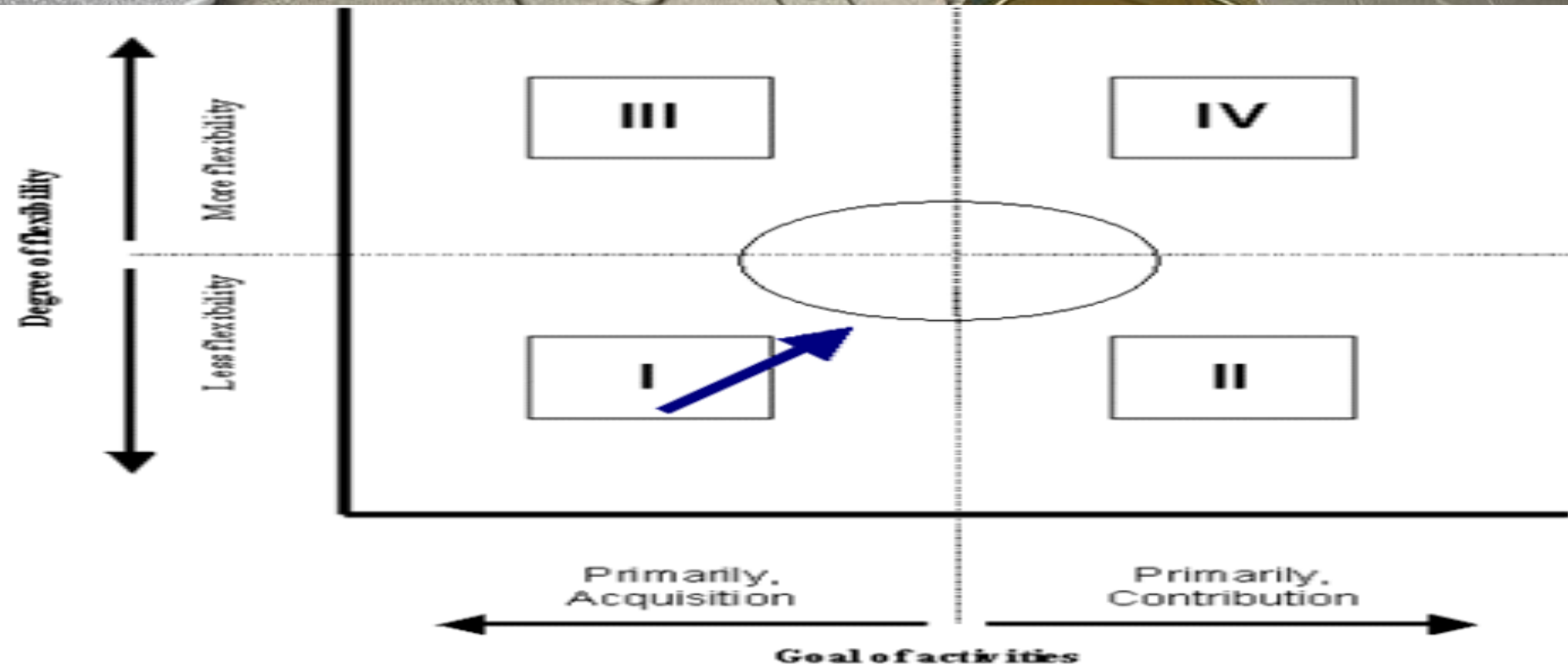


Figure1: Flexibility-activity framework_Source: Collis & Moonen 2001, p.24
adopted from Muianga, X. (2005)



2-TPACK MODEL :

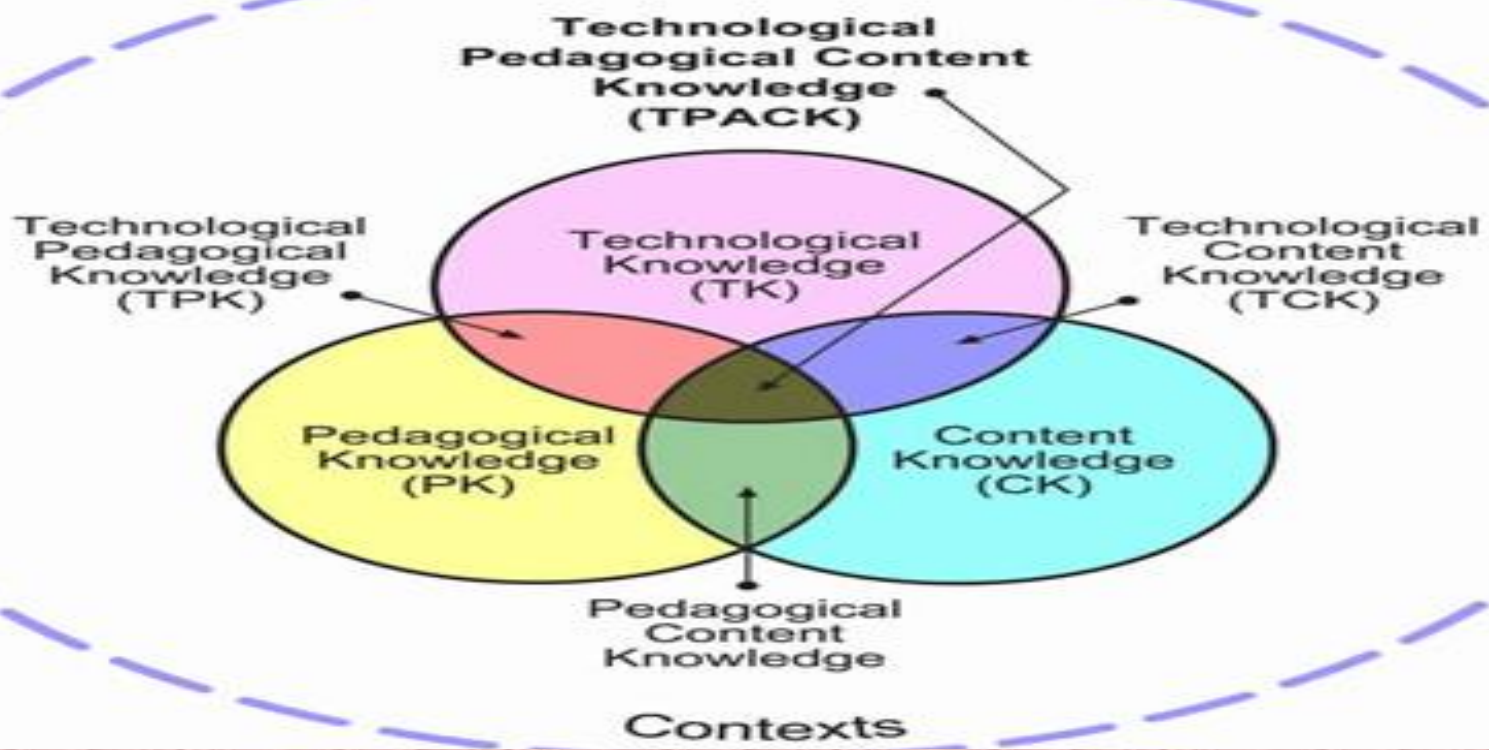


Figure2:TPACKFRAMEWORK:Koehler, M. J., & Mishra, P. (2009)for more information see <http://www.tpck.org/>



International Conference ICT for Language Learning



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.

Here's a terrific video explaining the TPACK model, from Candice M, [TPACK in 2 Minutes](#).

<http://www.ipadbootcampforteachers.com>



International Conference ICT for Language Learning



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.



International Conference ICT for Language Learning



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: <http://www.hippasus.com/rrpweblog>



International Conference ICT for Language Learning



Redefinition

Technology offers an experience or opportunity that only exists in the digital realm

Modification

Technology changes the experience or opportunity in a way that is significantly different from a PAP version

Augmentation

Technology enhances a traditional PAP task that increases its effectiveness

Substitution

Technology is used to replicate a traditional PAP tasks without significant improvement

Transformation:
The way technology is used cannot be replicated with paper-and-pencil tasks

Enhancement:
The way technology is used can be replicated with paper-and-pencil tasks

Figure 3:ASMRFRAMEWORK adopted from:Cherner, T., & Curry, K. (2017)



International Conference ICT for Language Learning



Bloom's digital model(2006-2012):The emergence and integration of ICT into instruction and student lives has given new meaning to Bloom's Taxonomy of cognitive objectives. 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



International Conference ICT for Language Learning



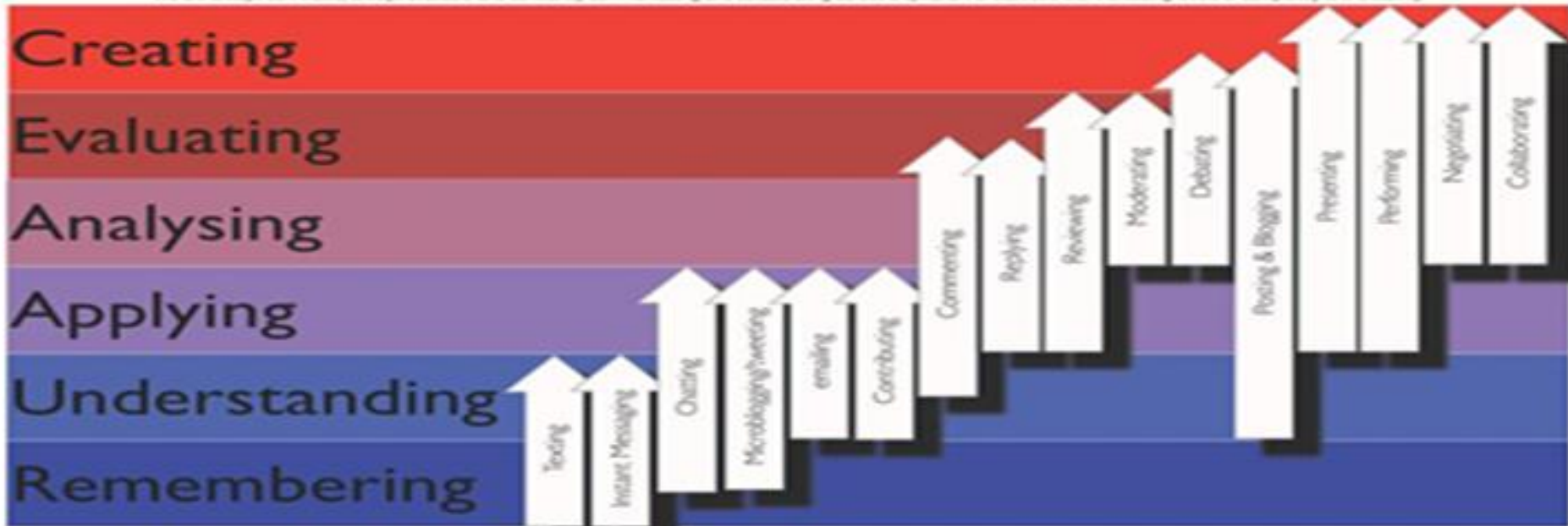
.Thus, by integrating technology into K-12 schools, we are assisting with the development of technologically literate citizens. However, schools must also be aware of a conclusion reached by Ito and colleagues: Given the diversity of digital media, "it is problematic to develop a standardized set of benchmarks to measure levels of new media and technical literacy" for our youth (p. 2).see figure4: [Bloom's Digital Taxonomy Map](#), Deubel, P.(.2017)see: <http://edorigami.wikispaces.com>



International Conference ICT for Language Learning

Bloom's **Digital** Taxonomy & the **Communication** Spectrum

In Human history we have seen many different ages, the dark ages, the middle ages and more recently the space and information ages. We live in a time that might best be described as the communication age. We are always connected, always available and constantly communicating and collaborating across a spectrum of activities with increasing levels of complexity and creativity.



Collaboration is not a 21st Century skill, it is a 21st Century essential.

Andrew Churches

Andrew Churches - <http://blogs.pearson.com> & <http://www.growthpartners.com>

Figure 4 [Bloom's Digital Taxonomy Map](http://www.ct4me.net/technology_integr.htm), Deubel, P.(.20170

http://www.ct4me.net/technology_integr.htm



International Conference ICT for Language Learning

system TETIS Cartelli, A. (2007)

Students / Families
access and manage
environmental data,
personal data and
extra-school experiences

Teachers
access and manage
teaching work and
students' assessment

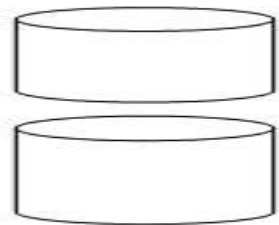
System administrator/s
create accounts for all users
and access all data



4-TETIS Model :

DATA BASE OF
SCHOOL DATA AND
TEACHING

PORTFOLIO of
Skills and Guidance



SCHOOL COUNCIL
CLASS COUNCIL

Validation of data
for public access

GENERAL USER
Can access information
he/she is granted for



General users are:
students, families, teachers,
headmasters, public officers

Figure 5 – Data flow in the information system TETIS Cartelli, A. (2007)

<https://www.researchgate.net>



International Conference ICT for Language Learning



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 now: **subjects** (students, teachers, researchers etc.), **communities** (classes, teachers' councils, sometimes integrated by psychologists, pedagogists etc.), and **society** (all people interacting with the system).



International Conference ICT for Language Learning



English language teaching and learning tools

⋮



International Conference ICT for Language Learning



- Innovative tools to Teach English as a Second Language
Rue (2015) stated some creative tools teachers could use in the teaching and learning English they are :

1-Learning Through TED Talks:



International Conference ICT for Language Learning



2. Pocketing Learning With Targeted Language Apps **Like Duolingo**The benefits of using apps to teach ESL are manifold. For one thing, many of them are free, and for another, a number of your students already own a smartphone: they're carrying around a portable learning tool and they don't even know it!Of course,There are many apps vying for the "Best Language Learning App" crown—of these, [Duolingo](#) is currently the one with the most buzz. Racking up an astounding 20 million active users since its launch, the app relies on a set of game-like lessons that "unlock" new skills in a series of escalating difficulty



International Conference ICT for Language Learning



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*.



International Conference ICT for Language Learning



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. The boards are also multisensory, incorporating touch, sound, and visual elements—a magic combination that has been shown to increase retention by up to 38%.**



International Conference ICT for Language Learning



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



International Conference ICT for Language Learning



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/](http://cea-accreditation.org/) for additional information. for more information see:

CEA Standards for English Language Programs and Institutions. retrived 2017\9from: www.cea.accreditation.org



International Conference ICT for Language Learning



3-The WIDA English Language Development Standards

The 2012 Amplification of the English Language Development (ELD) Standards reflects WIDA's mostcurrent thinking on the language of school and how to promote language learning in ways that arehelpful to teachers and students. The ELD Standards continue to be represented in a series of scaffolded steps within a linguistic progression across five levels of language proficiency (these steps are known as the standards matrices). The model performance indicators (MPIs) provide exemplars of language processing and use as students gain proficiency and can be readily utilized and adapted by educators to support instruction and curriculum development



International Conference ICT for Language Learning



Newly added components to the WIDA ELD standards matrices include:

- (a) a connection between the example topic and state content standards, including the Common Core State Standards (CCSS) and Next Generation Science Standards which more explicitly situate the language features within disciplinary bodies of knowledge;
- (b) an example context for language use, which by identifying possible tasks, roles and audiences, emphasizes the importance of teaching language in meaningful sociocultural contexts; and
- (c) a common cognitive function across levels of language development which encourages teachers to create tasks that involve complex



International Conference ICT for Language Learning



C-Standards for Foreign Language Learning (ACTFL) Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.



International Conference ICT for Language Learning



Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.



International Conference ICT for Language Learning



Comparisons
Develop Insight into the Nature of
Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities
Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

for more information see:
Source: http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf



International Conference ICT for Language Learning



Standards, i.e. the rules and requirements governing the way a project is run: these should be set by the project manager from the very beginning. Examples :may include

- Meeting procedures: fixing times and objectives of meetings in advance helps .communication and collaborative work**
- Documentation and communication: all the material related to the project .should be available to everyone who needs it**
- .Clear schedules with set milestones will aid management of the flow of work**
- Means of sharing knowledge and expertise within the team**
- Problem solving: the project manager and the project team should be able to .deal with problems that arise during the project with flexibility and openness**



International Conference ICT for Language Learning



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), 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. 10).** Digital reform in education is needed to better meet needs of students who are already using technology out of school for such things as texting, gaming, posting on the internet, and exercising their own creativity using technology tools. Ten elements for high quality digital learning are included within *the Roadmap for Reform*:



International Conference ICT for Language Learning



All students should be digital learners. •

**There should be no barriers to their •
access of digital content of high
quality.**

**-Students should be able to use •
technology to customize their learning.**

**Their progress should be based on •
demonstrated competency.**

Content and courses should be of high quality. •



International Conference ICT for Language Learning



In concusion ,It is clear that further studies need to explore all ICT new Models that affect teaching and learning quality

- more research should be done to investigate the models used in the Arab world and in Saudi universities
- more studies should be done to compare the effectiveness of these models on teaching and learning quality in Saudi universities
- studies are need to be don on what is the best model from teachers and students perspectives.in Saudi arabis
- more studies should be done on the impact of these models on language assessment

**-more studies should be done on the •
impact of these models on student
motivation to language learning**



**- individual, community, and •
organization (society) levels confirm
their relevant role in knowledge
construction and development when
special ICT instruments (mostly
information systems) contribute in the
construction of new learning contexts**

- **socio-technical theory hypothesized until now the presence of only two relevant elements in the social sub-system: the subjects and the organization. What role can communities play?**



**QUALITY
CERTIFIED**



Thank
you

MALJOHANI@UT.EDU.SA