

ENG517 Objectives SPRING2020

by Ahmad Mahboob

1. Students should be referred to on campus so for checking their----- skills before entering the online program.

Learning Analytical Computer Typing

2. To identify the simple facts present in a written test is defined as

Learning comprehension Literal comprehension

Reading Inferential comprehension

3. The----- app is progressive and good at spanning concepts from basic level understanding

Writing Grammar Sentence Punctuation

4. Pairing the most able and less able student to share task is

Peer teaching Students-teaching Effective teaching Group teaching

5. How many categories of action research? three
6. Wegerif and Dawes (1998) summarize eight challenges to learning
7. pcc stands for ? (Portland Community College)
8. Make judgments about the written text's content (evaluative comprehension)
9. Which app is designed to help students improve paragraph formation, integration of idea, inference, and abstract thinking and expression. (storybuilder)
10. The reading strategy used to get an overall idea of the passage, he is most likely to use the strategy called skimming.

11. Communicative writing means the use of orthography in order to construct grammatically correct sentences which communicate a meaning to the reader
12. Determine action: for the next semester, the teacher decides to repeat the experiment, but allow learners a choice of selecting their own partners or working alone.
13. To work with others for the same task is called Collaboration

Objective

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11. Communicative writing means the use of **orthography** in order to construct grammatically correct sentences which communicate a meaning to the reader

(03 Marks Questions)

Q. Data base search engine?

A database search engine is a search engine that operates on material stored in a digital database.

Q. pro writing aid

ProWritingAid is an online writing editor and personal writing coach. The application cleans up virtually all types of write-ups by identifying grammar and spelling mistakes, plagiarized content, and contextual errors. ... This allows them to learn from their mistakes and continuously improve their work.

Q. 3 workload controlled protocols for student counseling

- Set strict parameters for responding to emails and other online messages and make these clear to your students in both your syllabus and your class. For instance, make sure your students understand that although you will accept emails from them, you will not necessarily respond to each one immediately and that you may provide responses to a question in the classroom if you see it is one that has been repeatedly posed.
- Specify which kinds of problems you will respond to: for example, personal problems, requests, or issues; or difficulties comprehending the subject matter. Steer clear altogether of administrative issues, such as dates for upcoming tests or questions about homework. Such information is either available in the syllabus or more properly discussed in an online or on-the-ground discussion session.
- Insist that you will not respond to any emails whose chief issue isn't clearly identified in the subject line of the communication.

Q. What is action research?

Action Research asks the question Is there a better way? and usually includes three stages: planning, acting and reflecting. In planning, the classroom researcher tries to imagine a teaching/learning problem and think of ways in which intervention might solve it. Consultation is encouraged, both with teaching colleagues and the learners or subjects of the action. Although planning a timeline is encouraged, Action Researchers should also be open to adapting their plans and actions, depending on the feed-back and results they receive along the way.

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Q. Book creator

Use Book Creator to make, publish, and share your own book, complete with texts, images, audios, and videos. With this application, teachers and students can create interactive stories, instructional manuals, research journals, and multimedia-assisted reports.

Q. Blackboard Vista

Blackboard Vista is an integrated set of educational tools for developing and delivering courses or course components over the WWW and is now used at universities and colleges all over the world. There are many advantages, the greatest being standardization. Students who learn Blackboard Vista in one course can transfer that learning to another course. The teacher can track students' progress through and participation in the online material – including the number of minutes spent using the course materials. Online quizzes can be timed for release at a specific time for a specific duration then graded for quick student feedback.

Q. Hypertext

Hypertext refers to links among textual items, often indicated on a computer or website by key words set in underlined blue type, that, when highlighted by a pointer device (e.g. mouse, trackball, finger on a touch-sensitive screen) and selected or clicked, take the reader to the referent. These links are usually defined in terms of their activity and are referred to as hotlinks or hyperlinks or, increasingly commonly, simply links.

Q. Hypermedia

Hypermedia refers to similar links to those used in hypertext, but instead of simply linking text to text, hypermedia involves linking various media, such as sound, images, animation and/or video. For example, a word or picture might have a link to a sound file giving its pronunciation. A video of a language-learning opportunity, such as a shopping excursion, might be linked to an animation that shows the same exchanges simplified, omitting the distracting elements around the interactions between the shopper and the sales clerk. Or, an animation might focus on a related aspect, such as a review of the value of different denominations of money.

Q. Wonder polis

Kids are curious about everything, and Wonderopolis harnesses this innate characteristic with a kid-friendly, non-fiction reading website. Each article is created to answer a question and students can choose from a variety of categories, including technology, science and arts and culture. Students can also take quizzes to test their knowledge after reading, and refer to a vocabulary list when they come across a word they don't know.

Q. Advantages of internet

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The web expands the basic advantages of the computer dramatically, making it possible to give students the exposure to authentic language which is essential for the acquisition of native-like listening ability, either through access to materials or electronic contact with actual native speakers (NSs).

Moreover, the multimedia capabilities of the web facilitate the creation and implementation of listening comprehension activities.

Q. Quicktationary

It is a pen-like device. It allows the reader to easily scan the word and get its definition and translation on its own LCD screen. Technology such as Enounce and Sound-Editor enable learners to adjust the speech rate of listening materials to assist their comprehension, and present spectrum of speech waves and visual depictions of mouth and tongue movement to ease the learning and refine pronunciation.

Q. Radio as listening Skills.

One of the most accessible ways a learner has of developing listening skills

- Low-tech and radio broadcasts are continuous
- Listening to the radio is not an activity that is often used in class time.
- Radio listening can only be done only in real time and the scheduling of language classes to catch particular radio program is difficult.
- The difficulties of obtaining copyright often prevent teachers from recording from the radio for classroom use.

Q. Writing prompts define.

This app generates fiction, and nonfiction writing prompts, helping students master the skill of the short write. The app uses current events, scene elements, words, pictures, colors, and even random tidbits from fiction works to inspire students to write both short and long pieces. The 600 creative writing prompts are available both on- and offline to encourage student writing wherever they may be.

Q. Affordance with one example.

Affordances are the visual clues that an object gives to its use as well as what it is capable of doing in terms of both intended and unintended functions. A chair is for sitting on and the size of the seat suggests that it might be comfortable for that purpose, but the chair can also be stood upon or used as a weapon; these are other affordances. Affordances can be both obvious and learned.

Q. How teachers prepare the orientation presentation.

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Before you begin creating your own orientation, you may want to take a look at some of the information and orientation pages that other institutions and institutional partners have set up. The following offer useful examples:

- Portland Community College's "Online Learning Orientation" at www.pcc.edu/about/distance/orientation;
- UCF Learning Online: <http://learn.ucf.edu/index.html>. Some orientation programs address the issue of basic computer skills and suggest how to find assistance. Others try to give students insight into the classroom environment.

For example, Arkansas State University, Fort Smith (see www.uafortsmith.edu/Online/OrientationInfoForWebBasedClasses) provides a series of videos (with text transcripts) to orient their online and blended course students to their course management software, Blackboard. It includes study tips, manages expectations, and also addresses software specific issues.

Q. How email is useful for communication?

Email communication is used by business to promote product and services. Email is helpful to manage communication in the business network. Sharing and collaboration can be done through email. Notification and important updates are informed by business to its customers.

Q. Five technologies in modern education?

1. Cloud-based technology
2. Virtual and augmented reality
3. STEAM — arts and STEM
4. Technology to prevent bullying
5. Mobile-style education

Q. Benefits of radio as listening skill?

- A More Inclusive School.
- Increase Vocational Skills.
- Develop Communication.
- Improve Literacy.
- Build Confidence.
- Giving Students A Voice.
- Teamwork.
- National Curriculum.

Q. Important basic skills of online courses?

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- Touch Typing. There is no way around it: Computers are a way of life. ...
- Digital Communication. Once you started or continue to practice typing, everything else should build upon that. ...
- Effective Verbal Communication And Public Speaking. ...
- Writing Skills. ...
- Time Management.

Q. Board discuss.

A discussion board can be of use in large, lecture-style classes as well. For most students, “attending” such a class means finding a seat somewhere in an auditorium, staring at the back of someone’s head, and listening to the instructor intone the lecture from a stage. Discussion in such a setting is usually fairly haphazard. The instructor pauses to solicit input from the assembled students. The more intrepid dare to raise their hands, while the rest sit quietly.

Q. Any three points written by Collins on the shift from traditional to computer-based learning (3 marks)

- a shift from whole class to small-group instruction
- a shift from lecture and recitation to coaching
- a shift from working with better students to working with weaker ones
- a shift toward more engaged students

Q. Define the term web-enhanced and blended?

Web-enhanced courses are traditional courses that have some technology-mediated components that complement the required class meetings. ... Blended courses reduce the amount of times faculty and students meet in person in a given semester and rely heavily on web-technology to mediate learning.

Q. Writing prompts?

Writing prompts or essay prompts are learning assignments that direct students to write about a particular topic in a particular way. ... They are designed to integrate a student’s imagination and creativity into guided writing practice.

Q. 3 advantages of hypertext form learner's point of view

1. A hypertext footnote can be traced backwards and forwards to the referent or reference respectively.
2. A hypertext section can be referenced in several places within the text reducing the need for paraphrasing ideas that are used repetitively and ensuring consistency of information.
3. A hypertext reference can be visible at the same time as the text to which it refers; in a book one might need to turn to an appendix or even another book.

Q. Skimming and scanning? SKIMMING & SCANNING

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.

Q. Providing FAQs

Take a good, hard look at your syllabus and ask yourself if any- thing you're requiring your students to do will require special additional skills or equipment. For example, if you've devised an exercise that entails uploading or downloading software, using a plug-in or accessing a useful but difficult to navigate site, go through the steps yourself and jot down any parts of the exercise that may not be obvious. You may think that all of the operations involved are commonly known, but you'll be surprised to discover how many students don't understand them. If you don't provide some way for students to readily find out, you may spend an inordinate amount of class time filling in the blanks.

Q. features used to improve writing in MS word.

- Spelling and Grammar is one of the standard tools. A window appears after you click on this option showing the word or sentence in question on the top, and a list of possible suggestions at the bottom. If the suggestion is something you like, click Change. If not, click Ignore.
- You can use Thesaurus. If you do not know anything about a word in the text, then this feature can help you in finding out the right word/ words to use.

Q. Three cognitive strategies by Sharan & Shacher. 3

1. Explain with evidence
2. Generalize
3. Offer a concrete example

Q. Three types of assignment for evaluating student familiarity with the software being used online. 3

- Write a short self-introduction and post it in the discussion forum.
- Take an orientation quiz using online testing.
- Fill in the template of a basic web page or blog with some biographical data and an optional photo of yourself. Add a video clip or audio recording if you like.

(05 Marks) Questions

Q. Define how Skype develops the speaking skills

Skype application is increasingly used as a part of listening and speaking development process throughout the world today. Skype is an internet-based application that enables Voice over Internet Protocol (VoIP) calls (Jenks, n.d.). It has a useful user-interface that enables the users easy and effective use (see Fig.2). What's more, there are similar online applications such as MSN Messenger and GoogleTalk and the likes. MSN Messenger also has millions of users worldwide and is used to improve speaking and listening skills by L2 students. Hampel et. al. (n.d.) assert that Skype and MSN Messenger increasingly create newer possibilities for the users. These softwares can also transmit video at the same time when the users speak to each other. So, this feature raises the level of interaction between practisers.

Q. How do emails help people to communicate?

- i. Communicate with other distant learners;
- ii. Communicate with tutors/ facilitators in your discipline;
- iii. Post a question to a bulletin board or mailing list;
- iv. Develop a collaborative project with another distant learners;
- v. Connect with keypals

Q. Write five tools for reading skills.

Technology is helping teachers do more and more every day, including building a love of reading in their students. With more distractions for students than ever before, these tech tools not only engage students, but also offer a variety of interesting texts and exciting reading options that keep their attention.

- 1) WONDERPOLIS
- 2) DOGO
- 3) KAHOOT!
- 4) WHOOO'S READING
- 5) BOOKTRACK

Q. 5 technologies in modern education.

1. Communication lab

2. Speech recognition software
3. Internet
4. TELL (Technology Enhanced Language Learning)
5. Pod casting

Q. Data base and Search Engine.

A database is a corpus of information that is accessible for selection and reorganization by predetermined criteria, as simple as alphanumeric ordering or by more complicated searches, such as by semantic field. The information can be in the form of text, numbers, images, sounds or any other media. From the point of view of the user, the World Wide Web (WWW) is essentially a single database which one investigates with a search engine such as www.google.com. Search engines used to rely on organizing principles and efforts of teams of librarians, but with the exponential growth of the WWW search engines are now generally automated with computer programs that look for the highest incidence of one's search words or, in the case of www.google.com, for the number of other websites linked to websites featuring the search words.

Q. Relationship between science fiction and CALL.

Science fiction has long been a rich ground for speculation about the use of computers and, in many ways, serves to offer idealized visions of learning without concern for the constraints of technology that lag behind imagination. Many concepts that first appeared in science fiction have inspired developments in computing. One of the techniques of science fiction is to analyze concepts for the irreducible meanings and then to synthesize new and sometimes surprising combinations of ideas out of that basic material. Gunn (1995: 26) Author William Gibson created the metaphor cyberspace in his 1984 science fiction novel *Neuromancer*. Cyberspace retains its original (and poetic) definition as 'a consensual hallucination' and 'a graphic representation of data (i.e. hypertext, hypermedia and multimedia)' (Gibson, 1984: 51). The basic idea is that when interactions take place online, such as within a simulated environment, they are taking place within cyberspace.

Q. Five uses of computer as a research

The computer is not only a subject of research; it is now a universally important tool in conducting research. On the simplest level, computers are used to save time previously spent compiling and presenting statistical data. On more advanced levels, the computer is used to collect data. For example, computers can collect information about the users' actions at the keyboard, such as by recording each single keystroke in real time. These actions can be played back by the researcher to see, for example, successive drafts in the writing process and use (and abuse) of tools such as spelling and grammar checkers and templates. Computers also provide fuller feedback on the details of language issues.

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Q. differentiate between web enhanced and blended materials

WEB ENHANCED	BLENDED MATERIAL
A broad category of courses with associated web sites or course management system classrooms that contain materials relevant to the course (perhaps a syllabus, a list of web-based resources, a course calendar, a reading list, lecture notes or video lectures, discussion board, and/or real-time online meeting functions and chat). Actual online activities may be required or optional.	Courses in which both online and face-to-face instructional elements are required and complementary. A sizeable percentage of content is delivered online, there are required online student activities, and a significant portion of the student's grade is based on online activity.

Q. Avatar in ESL instruction

The use of human-like avatars was not far-fetched; the technology, although sometimes clumsy to manipulate with a keyboard or mouse, is already in place and widely used in gaming situations and social networking spaces such as Second Life (<http://www.secondlife.com>). The applications to CALL have not been widely exploited, partly because of the cognitive overhead of teaching second-language students how to use a service like Second Life outweighs any perceived benefits. However, for those already familiar with and active in Second Life, it might be an interesting platform for second-language instruction.

Q. General Problems of collaboration

- the lack of input from some collaborative group members
- the inability of some teachers or learners to facilitate properly collaborative instruction to ensure the group remains on task
- the fact that collaborative learning may not (in the view of some teachers) seem an economical use of time
- teacher insecurity over unpredictable outcomes

Q. DOGO

Dogo is a news website for kids, and provides them with a library of digital books and movies as well. Students can read stories from a number of kid-friendly categories, including social studies, amazing, sports, 'did you know' and more. Many students don't know what they like to read yet, and this website allows them to explore all topics and figure that out. While Dogo is fun for students, allowing them to read kid-friendly versions of current event news stories, it's an ever better tool for teachers. When signed up, they can create assignments, add media (books, news stories and movies) to the assignment, and keep students engaged with a social learning dashboard.

Q. Questions related to software evaluation by Gear

1. What types of software are available?

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2. What kind of software is appropriate for adult ESL classrooms?
3. How do I select software for the classroom?
4. What kind of technical expertise do I need?
5. What do the students need to know about computers?

Q. Enlist the non-verbal behavior involved in non verbal discourse strategies?

Non-verbal behaviours such as silent reading may not easily divulge the learners' progress and intentions. This is because, although it is possible to observe and electronically track what learners are looking at when at the computer and for how long, it is not a totally reliable measure of what learner processes are at work. For example, learners may be deeply engaged in the task or may be daydreaming, browsing or thinking of other tasks or problems when staring at or scrolling through a page.

Q. main reasons due to which CALL is different from other fields of study?

The discipline of CALL is relatively new and differs from other fields of study within applied linguistics for the basic reason that the rate of change of the technological aspects deeply influences theory, practice and research (See Figure 1). For this reason, 30-year-old research providing findings critical of text-only modes of representation is largely irrelevant and obsolete, other than from a historical perspective. And one may assume that this trend of perpetual obsolescence will continue as computers and their interfaces become more powerful, more transparent and easier for learner interactions and teacher programming. At the same time, CALL has been steadily migrating to other platforms as they themselves have become more powerful, so that computer games, mobile telephones and even music players have become plausible learning plat-forms for CALL.

Q. Three advantage of multimedia

Advantages of hypertext and multimedia are in the promotion of autonomous language learning (see Benson, 2010, Benson and Lor, 1998, Benson and Voller, 1997). Learners who can take advantage of multimedia links to explore explanations and peripheral information can somewhat lower the teacher- centred ness of the classroom (i.e. learner dependence on the teacher as the sole source or arbitrator of information). A well-formed multimedia database of materials can also assist those young and second-language learners who lack dictionary and library search skills.

Q. briefly discuss the useful application that can be used by students and teachers for creating, sharing their own books?

Writing Via Tablets

Schools around the globe are using tablets as a standard tool. This is directly affecting the writing process, and these gadgets are offering an easy time for the students in terms of writing

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and sharing of materials. The gadgets contain sophisticated programs that assist the students in advancing their grammar, translate the writing process into more practical use, and develop technical sharing processes. Furthermore, these tools are assisting the students in harnessing their research skills. The students that are more proficient in using tablets are more likely to pass their research tests than those who aren't.

Q. Three advantages of internet and web for developing listening .

The web expands the basic advantages of the computer dramatically, making it possible to give students the exposure to authentic language which is essential for the acquisition of native-like listening ability, either through access to materials or electronic contact with actual native speakers (NSs). Moreover, the multimedia capabilities of the web facilitate the creation and implementation of listening comprehension activities.

Access

The ability to digitize sound files and the new mode of streaming audio and video have made audiovisual documents readily distributable from and accessible to anyplace in the world. Radio stations and TV channels in major languages have accessible websites and some (BBC, RFI, and TV5) even have special pedagogical pages.

Contact Offering students a true NNS-NS interactive listening situation in the classroom environment, as if they were in the C2 country or engaging in an actual conversation with NS, was previously difficult, if not impossible, to arrange. This type of communications now possible, however, using the audio input feature of computers and, for video, webcam technology (See below under Listening Materials and Listening Activities.).

Ease of use

The great advantage of the web for any purpose, but especially for listening comprehension, is the ease of use which comes from the ability to have everything on the same page, without having to install complicated software (even if certain programs must be on the local hard disk). As was true when progress resulted in automobile drivers no longer having to crank up the engine, shift, or know anything about the engine, with regard to computers now all the user has to do is click.

Q. Define affordance with example?

Affordances are the visual clues that an object gives to its use as well as what it is capable of doing in terms of both intended and unintended functions. A chair is for sitting on and the size of the seat suggests that it might be comfortable for that purpose, but the chair can also be stood upon or used as a weapon; these are other affordances. Affordances can be both obvious and learned.

Example: **Making software more responsive**

Learners often seem unaware of or unconcerned with some of the resources that would help them complete a task. Better software programs could perhaps be more active in advertising their resources through timed prompts (i.e. prompts that appear after a certain time of keyboard and mouse inactivity), modelled after the practice of a good teacher, such as, Click here to go to a resource that might help you answer this/find out more about this topic.

Q. according to David Harding for teaching L2 reading skills in which natural order language activities should taught?

A similar division is also suggested by David Harding who writes that “The natural order in which language activities should be taught is;

- (i) Aural comprehension
- (ii) Oral expression
- (iii) Reading comprehension
- (iv) Expression in writing

Q. Difference between commercial publishers and CALL materials

A further difference between CALL and other areas of applied linguistics is that the commercial software industry, not university academics, is the major instigator/creator of the most commonly used learning materials. Although it can be argued that the same is true for traditional publishing, the relationship between educators and print publishers is more of a symbiotic nature, particularly as governments, schools and universities tend to have syllabi to which publishers’ materials must conform. The same is less true for CALL materials for the simple reason that there are not enough CALL materials to choose from and the market is not yet as competitive or adaptable to local needs, especially considering the high costs of producing an innovative and high-quality CD-ROM or DVD, a process more akin to producing a film than publishing a textbook.

Q. Place of collaboration

Learners often collaborate, either on their own initiative or as an assigned activity. Collaboration is an important activity in the classroom because it encourages both social skills and thinking skills and mirrors the way in which learners often need to work in an academic setting and certainly once they leave it. From the point of view of learning a language, there is an additional benefit; in the process of negotiating the meaning of a task and the means by which it may be addressed, learners make decisions about the learning materials they study and the ways in which they should study.

Q. Simultaneity

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The “linking” feature of computer software means that the computer interface of a listening activity can give students simultaneous access to the multiple types of information mentioned above, limited only by the speed and capacity of the hardware.

Thus, it is not only that a film and transcript can be accessed on the same computer but, much more impressive, that there are clickable buttons giving student’s access to all of the available features from the same screen. They can click on the video controls to see the transcript of the scene they are watching, on the transcript to see the scene from the video, or on a dictionary to see definitions of key words (for a brief history of technology use in foreign-language instruction, see Burst on, this volume).

Q. reading skills and their enhancement

Many people have trouble with reading. Reading well takes time, patience, and practice! The most important thing to figure out is the purpose of your reading: looking at instructions to build furniture and studying a textbook are not the same thing! Once you’ve figured out your purpose, you can choose to focus on what are known as intensive reading techniques that stress things like vocabulary and speed, or instead on extensive techniques that will help you engage with the meaning of a text in a deeper way.

Q. Reading skills

Reading skill refers to the ability to understand written text. When students comprehend or understand written text, and combine their understanding with prior knowledge, they are able to perform the following three reading-comprehension skills.

1. Identify simple facts presented in written text (literal comprehension)
2. Make judgments about the written text’s content (evaluative comprehension)
3. Connect the text to other written passages and situations (inferential comprehension)

The development of these reading skills is vital to learner’s development, and a sheer volume of studies has demonstrated a link between competency in reading and overall attainment in school (literacy attainment and other outcomes).

Q. using Smartphone language learning process

Undoubtedly, your classroom is full of technology even if there is not a computer or projector in sight. Often the most advanced technology is right in your students’ pockets in the form of their phones. Having a smart phone is like walking around with an entire computer in your pocket, and the best ESL teachers will take advantage of this tool that doesn’t cost them a dime. Have your students use their phones to record themselves during a speaking activity. You might have one person record another in a group discussion. Or you might have one student record himself while reading a dialogue or answering questions orally. After students record themselves, have them go back and watch their videos. If possible, give them a rubric or checklist of the skills you

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want them to measure in their video. Since students will view and assess their own videos, they can be brutally honest, and you should encourage them to be so. And if you want them to be even more honest, assure them that you won't take their own assessment into consideration if and when you grade them on the speaking project.

Q. self assessment

When engaged in a conversation, the attentive interlocutor will either recognize instances of miscomprehension or have them pointed out. In contrast, learners, challenged by an audio or videotape, accompanied by any one of a variety of activities, may not know when they have misinterpreted or just simply missed important information.

The previously mentioned advantages of the computer, interactivity and control, make it possible for learners to assess their listening experience, verifying comprehension as they go along. The self-assessment can be programmed so that verification takes place after a short chunk of listening, with students prevented from continuing until they have found or been given the correct answers. Another option is global verification of an un-chunked document, with incorrect answers or other evidence of miscomprehension resulting in directing listeners to the source of miscomprehension.

Q. Quizile

Quizalize offers a fun and collaborative way to assess learning. This app allows teachers to create quizzes for students to test their subject knowledge. Teachers can also add images and equations to make more varied questions, put explanations, categorize questions under subtopics, and set a time limit for quizzes.

Quizalize also has a tool for teachers to keep track of students' results so they can provide immediate feedback.

Students can answer the quizzes individually or form teams and compete against one another. The app has over 20,000 premade quizzes that users can answer for practice or for fun.

Q. Sentence Builder

Winner of the 2010 IEAR Language Arts App of the Year, Sentence Builder is an app geared toward elementary students. It uses a game-like interface to teach students to form grammatically correct simple, compound, and complex sentences. The app offers audio reinforcement, progress monitoring, and a "teen" module for older or struggling ELA students.

Q. Play posit and ED puzzle

PlayPosit and Edpuzzle are two of our favorite tools that allow teachers to create interactive videos. Teachers can record a screencast or leverage existing videos, and embed questions at

strategic points in a video to monitor comprehension and/or push a student's thinking. Teachers can differentiate content and questioning and promote self-paced learning. Additionally, by embedding formative assessment checks throughout the video and analyzing real time data based on student response, teachers can provide precise intervention or enrichment along with timely and specific feedback. Teachers can use this tool as part of a flipped or blended learning model to provide self-paced learning opportunities. Videos can be taken from YouTube or teachers can utilize their own creations. Don't think of it as just a teacher tool; encourage students to create their own flipped videos with questions.

Q. difficulties faced in online learning

1. Adaptability Struggle.

Switching from traditional classroom and face to face instructor training to computer-based training in a virtual classroom makes the learning experience entirely different for students. Their resistance to change doesn't allow them to adapt to the online learning environment, whereas it takes time for them to get accustomed to Course Management Systems (CMS) and the methods of computer-based education.

2. Technical Issues.

Many students are not provided with the high bandwidth or the strong internet connection that online courses require, and thus fail to catch up with their virtual classmates: Their weak monitors make it hard to follow the Course Management System and their learning experience becomes problematic.

3. Computer Literacy.

Many of them cannot operate basic programs such as Microsoft Word and PowerPoint and therefore are not able to handle their files. Furthermore, many students find fixing basic computer problems troublesome, as they have no knowledge in this area.

4. Time Management.

Time management is a difficult task for eLearners, as online courses require a lot of time and intensive work. Furthermore, whereas it is mostly adults who prefer web-based learning programs for their place and time flexibility, they rarely have the time to take the courses due to their various everyday commitments.

Q. Brief note on "Booktrack". 5

This one-of-a-kind tool makes reading more interactive and engaging by allowing students to select audio to go with their text. Students can use their "soundtrack" while reading alone, or work together to create a soundtrack as a class for group or teacher reading. Students can also

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choose to read from Booktrack's library of classic stories that are already paired with soundtracks—making “older” stories more exciting.

Technology makes it easier to engage and excite all readers in your classroom, helping them develop a life-long love of reading.

Q. Go! Animate

Students can use this tool to create animated videos, using their own voice by recording an MP3 or MP4 and then importing into Go! Animate. It can also be accessed as a listening tool when you share a prepared video (either with your own voice or a computer-generated one such as that which can be found in the “Discussing Math Methods over Dinner” example shared below). Be sure that when using as a listening tool that you give specific things students are to listen for.

Q. voki

Voki, found online at <http://www.voki.com/>, is a fun way to engage students through talking avatars. Students can create their own avatars, designing them to resemble a historical character or a caricature of their own self. Using their own voice, they can enhance language skills, work on vocabulary, answer questions, the possibilities are endless! Likewise, teachers can create homework assignments, as in the example below, reinforcing listening skills by holding students accountable for completion of a specific task. The Voki website has close to 200 different lesson plans that apply the use of this tool across the curriculum.

Q. Elements for an orientation...

1. General introduction, including our expectations for online students
2. Requirements for computer equipment and software (other than the platform being used)
3. Computer skills needed
4. Introduction to the course management software or other programs you will use to teach the class
5. A first assignment that requires students to demonstrate some familiarity with the software being used

Q. Smart type writer

The smart typewriter was developed as a tool for authors, writers, journalists, and other professionals to increase their daily productivity and word count. With its straightforward design and focused functionality, the tool eliminates some distractions that may hamper your writing progress, especially those offered by the internet. Nonprofessionals, particularly students, can benefit from the use of smart typewriters. More than any age group, the young demographic is more vulnerable to the distractions provided by the internet because many aspects of their lives—entertainment and social life—are centered on it. Students tend to lose focus easily and procrastinate when working school activities because other, more entertaining things are just a

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few clicks away. Using a portable smart typewriter can address this problem. The tool was made for one function, and that's writing. It can connect to the internet, but there's no browser, and the screen is grayscale. This typewriter only connects to Wi-Fi to save files in a cloud drive. Files are saved to the smart typewriter's internal memory when there's no Wi-Fi and automatically backed up in a cloud drive when it connects again. Students can take the device wherever they go and write their homework outdoors since the smart typewriter is equipped with a long battery life and electronic paper screen.

Q. draw McConnell hypothesis table.

McConnell (1994) suggests that cooperative learning (for which, as previously noted, we can substitute collaborative learning) serves to make public what individuals and group members know:

This 'making public' works as a central process in cooperative learning and confirms its social and democratic nature. It can be thought of along several dimensions: our learning is public when it is known to others and ourselves; it is blind when it is known to others but not ourselves; it is hidden when it is known to ourselves but not to others; and it is unconscious when it is not known to ourselves or to others (p. 16).

McConnell's hypotheses are explained graphically in the following figure:

Behaviour known to others ↓ Unknown to others	Behaviour known to self → Behaviour unknown to self	
	Public	Blind
	Hidden	Unconscious