



CELT- 02
Certificate in
English Language Teaching



**English Language
Teaching**

Message for the Students

Dr. Babasaheb Ambedkar Open University is the only state Open University, established by the Government of Gujarat by the Act No. 14 of 1994 passed by the Gujarat State Legislature; in the memory of the creator of Indian Constitution and Bharat Ratna Dr. Babasaheb Bhimrao Ambedkar. We stand at the seventh position in terms of establishment of the Open Universities in the country. The University provides as many as 54 courses including various Certificates, Diplomas, UG, PG, as well as Doctoral degree, to strengthen Higher Education across the state.



On the occasion of the birth anniversary of Babasaheb Ambedkar, the Gujarat government secured a quiet place with the latest convenience for University, and erected a building with all the modern amenities named 'Jyotirmay' Parisar. The Board of Management of the University has greatly contributed to the making of the University and will continue to this by all the means.

Education is the perceived capital investment. Education can contribute more to improving the quality of the people. Here I remember the educational philosophy laid down by Shri. Swami Vivekananda:

"We want the education by which, the character is formed, strength of mind is increased, the intellect is expand and by which one can stand on one's own feet".

In order to provide students with qualitative, skill and life oriented education at their threshold, Dr. Babasaheb Ambedkar Open University is dedicated to this very manifestation of education. The university is incessantly working to provide higher education to the wider mass across the state of Gujarat and prepare them to face day to day challenges and lead their lives with all the capacity for the upliftment of the society in general and the nation in particular.

The university, following the core motto 'स्वध्यायः परमम् तपः' does believe in offering enriched curriculum to the student. The university has come up with lucid material for the better understanding of the students in their concerned subjects. With this, the university has widened scope for those students who are not able to continue with their education in regular/conventional mode. In every subject a dedicated team for Self Learning Material, comprising of Programme advisory committee members, content writers and content and language reviewers, has been formed to cater the needs of the students.

Matching with the pace of the digital world, the university has its own digital platform Omkar-e to provide education through ICT. Very soon, the University going to offer new online Certificate and Diploma programmes on various subjects like Yoga, Naturopathy, and Indian Classical Dance etc. would be available as elective also.

With all these efforts, Dr. Babasaheb Ambedkar Open University is in the process of being core centre of Knowledge and Education and we invite you to join hands to this pious *Yajna* and bring the dreams of Dr. Babasaheb Ambedkar of Harmonious Society come true.

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CELT-02

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1.0 OBJECTIVES

At the end of the unit, students will learn,

- Need and Types of Teaching Learning Material
- Importance and advantages of Teaching Learning Material

- Identify the Teaching Learning Material on basis of their characteristics
- associate students in designing and development of Teaching Learning Material
- Design and Development of Teaching Learning Material

1.1 INTRODUCTION

Teaching learning material plays an important role to arouse student's interest which makes the learning process very effective. A normal human being remembers more of what they see than what they hear and read. With the use of different teaching aids, students can learn quickly and easily.

Teaching Learning Material વર્ગખંડમાં બહુજ મહત્વનો ભાગ ભજવે છે. Teaching Learning Material વિદ્યાર્થીમાં રુચિ જગાડે છે અને શીખવાની પ્રક્રિયાને અસરકારક બનાવે છે. Teaching Learning Material ના ઉપયોગથી વિદ્યાર્થી ઝડપથી અને સરળતાથી શીખી શકે છે. માનવી પહેલા જુએ છે અને પછી સાંભળે છે અને વાંચે છે. અલગ અલગ પ્રકારના Teaching Learning Material વર્ગખંડમાં વાપરી શકાય છે. Teaching Learning Materialનો ઉપયોગ શિક્ષક દ્વારા કાળજીપૂર્વક કરવામાં આવે તો જ તે અસરકારક નીવડે છે. શિક્ષકે Teaching Learning Material ની પસંદગી વિદ્યાર્થી અને વિષયની જરૂરિયાતો ધ્યાનમાં રાખીને કરવી જોઈએ. Teaching Learning Material પસંદગીનો ફાળો મોટો છે. Teaching Learning Material સમયની બચત કરે છે, સંદેશા-વ્યવહારને અસરકારક બનાવે છે. Teaching Learning Material વિદ્યાર્થીને પ્રોત્સાહિત કરે છે, શબ્દકોષ અને ભાષાકૌશલ્યમાં સુધારો-વધારો કરે છે.

1.2 CHARACTERISTICS OF TEACHING LEARNING MATERIAL

- Learners should be attracted to the Teaching Learning Materials.
- Teaching Learning Materials should be familiar to the students so that they can make changes as per their requirement. Even the familiar materials can be used in different ways to enhance learning and make the teaching learning process attractive.
- Teaching Learning Materials can be effective by making proper use of the material.
- Teaching Learning Material must be easily accessible whether it is from market or teacher.

- Material must be affordable and portable.
- Material must be flexible as per the need of the students.
- Material is used for effortless learning and teaching for the students and teacher so that it must not be time-consuming.
- Material encourages and motivates the students.

1.3 WHAT IS TEACHING LEARNING MATERIAL?

Teaching Learning Material (TLM) refers to the materials used as the teaching aids in the classroom such as video, audio, charts, graphs, pictures, ppt, games, flashcards etc. Teaching aids are devices which are used in the classroom. Teaching materials help to enhance interest of learning and teaching. A variety of teaching materials is available to the teacher which are useful to enhance language skills.

In the present era, technology is used in every classroom. Teaching Learning Material, specially technological tools make teaching learning process very interesting. Language teaching with the use of textbooks becomes boring and artificial. Use of different Teaching Materials enhances learning process and learners will be able to learn real-life language.

1.4 NEED AND PURPOSE OF TEACHING LEARNING MATERIAL

Teaching Learning Materials are used in the classroom to make learning lifelong and authentic. Teachers should be very keen in selecting teaching materials or teaching aids and they should use materials as per the level and need of the students.

Teaching Learning Material is basically used as a supplement in the language classroom which motivates the students and make the teaching-learning process interesting. Teaching Learning Materials motivate the students and create curiosity to learn and know new things. Most of the Teaching Learning Materials are based on senses so that students grasp the information easily and for the longer period of time. Practical activities enhance learning experience and develop understanding. Various types of Teaching Learning Materials are available in the present time. Let us discuss one by one.

1.5 TYPES OF TEACHING LEARNING MATERIAL

Visual aids

Visual aids include objects, charts, maps, flashcards, pictures, whiteboard, models etc. Visual aids materials involve the sense of sight.

Audio aids

Audio aids includes telephonic conversation, face-to-face conversation, audio CDs, tapes and radio. Audio aids materials involve the sense of hearing.

Audio visual clips

Audio visual aids are the mixer of audio and visual. Audio visual aids are very effective and they are depended on the sense of sight and hearing. It requires television, computer, laptop, video player, projector etc.

Mobile technology

Teachers and students are techno-savvy nowadays. One can operate mobile from anywhere and at any-time. It is so user-friendly device and make the classroom environment very interesting for both the teacher and learners.

Language games

Game time is always fun time for the students. Language games play the same role in enhancing Listening, Speaking, Reading and Writing skills. It decreases the fear of learning.

Reading Material

Reading materials include articles, documents, reports, assignments, projects, newspapers, magazines, books etc. Reading skills and creative content writing can be improved by reading different kinds of materials.

Internet

Internet is the ocean of teaching learning materials. Many websites, applications and other resources are available on the internet. Many of them are free of cost and open for all. Teacher must be very actively look into the depth of the materials and check the appropriateness of the material by keeping in mind the purpose of using the material in the classroom.

Power Point Presentation

Power Point Presentation includes multimedia. The use of images, hyperlinks, text, animation, charts, graphs etc. in just one presentation makes the presentation very effective. Teacher can reuse the Power Point Presentation and reach the large audience. While preparing slides, presenter should use one line per point and does not elaborate the point or write a paragraph. Presenter should cover all the points written in the slide during the discussion. Multimedia used in the slides must be related to the topic which are helpful to understand the topic or particular point.

Maps

Google maps makes it very easy to find a place and ways to reach a particular place. Maps also shows forest area, river, mountains, deserts, buildings etc. One can use map to show climate, rainfall, cyclone, transportation networks, states, countries, language, tribes, longitudes, latitudes, agriculture, industries etc.

Charts

Charts give information in the form of a table, graph or diagram. Charts are useful to compare, contrast, summarise and illustrate in a more effective way. It is also used to explain process, functions, organisation, sequence, growth, development etc.

Posters

Posters are similar to images. Posters represent design, scheme, intention, view point etc. They are helpful in capturing the learners' attention and can convey a lot of useful information.

Models

Models are small or big in size of the real object. Models, which are small in size than real objects are used to show the main features of the real objects. Models, which are large in size than the real objects are used to show the details of the object.

Projector

Projectors are useful to display materials on a big screen so that a large audience can take the benefits. Computer, Laptop and USB can be connected with the projector for making presentation. Projector visualises screen of the computer or laptop. Projectors are largely used in schools, colleges, universities and corporate offices. Nowadays portable projectors are available so that it is very easy to carry anywhere and use.

Computer

Computer is used in language lab by colleges and universities to enhance language skills. Students can access internet, websites, applications and other open education resources with the use of computer. Various types of Teaching Learning Materials can be used with the help of computer. Many software are available to enhance language skills. Software records and analyses the scores of the students and gives feedback to the students. Students can do practice of one particular exercise as many times as they want.

Language Lab

Language Lab is situated in each and every colleges and Universities to enhance Listening, Speaking, Reading and Writing skills. A Computer and Headphone are provided to each student. Language Lab has a main computer which is connected with the computers of the students. All the computers are controlled by the main computer. Teacher can provide different or same tasks or materials to all the students from the main computer. As the new technologies are invented day by day, many new features are available such as teacher can provide variety of tasks using videos, games, websites, software, reading materials, blogs etc.

1.6 ADVANTAGES OF TEACHING LEARNING MATERIALS

- Teaching Learning Material makes learning delightful, intelligible and understandable. It is useful to improve vocabulary and language skills.
- Students can easily learn and comprehend with the teaching aids.
- Students actively participate in the classroom.
- Saves time.
- Motivate the students.
- Development of Teachers
- Clarify the abstract idea
- Facilitate Holistic Learning
- Organise Classroom Teaching very well
- Effective communication
- Facilitating Change in Attitudes
- Practical Applications

1.7 SELECTION OF TEACHING LEARNING MATERIAL

While selecting or preparing Teaching Learning Material, teacher should keep in mind some points. Materials must be relevant to the topic and need of the students. Material must be suitable as per the level, background, age, caste and gender of the students. Teacher must do pilot study of the students to check whether the material is practically useful or not. Material must be learner-centred, simple and informative. Material should achieve objectives of the study. Material should enhance the active participation of the students in the classroom.

1.8 DEVELOPMENT AND DESIGN OF TEACHING LEARNING MATERIAL

Collection

Collecting materials is the first step of teaching learning process. Materials can be collected free of cost or buy readily available in the market. Materials available in the school or college can be collected from the markets which are specially designed by keeping in mind the need and level of the students. Sometimes it is beneficial to involve students in the process of collecting materials. Every students has the responsibility to collect the materials so it will not be the burden for the teacher. With not much effort a lot of materials can be collected. It will also help the students to read about the subject and think about the objects related to the subject. Learners will try to know in detail and look for the materials everywhere. It will develop creative thinking of the students. The process of material collection, their arrangements and use of materials in the activities and manage the materials will be useful for the students to develop their cognitive skill. Collected materials can be used in the classroom as well as out of the classroom.

Preparation

After collecting materials, next step is preparing materials. Teacher should develop some materials which are suitable for classroom activities when materials are not available in the surrounded places or in the market. Before the beginning of preparation of Teaching Learning Materials, make an agenda of materials including quantity of the materials. Students should be engaged in planning and preparing the materials. Teacher may arrange competition of preparing Teaching Learning Materials. It will encourage the students and create

enthusiasm for developing Teaching Learning Materials. Students can be divided into groups or pairs and tell them to design and develop Teaching Learning Materials. Teaching Learning Materials should be easy to understand and to the point. It does not consist much detail of the topic. Pilot study of the Teaching Learning Materials should be done before using in the classroom.

Maintenance

Maintenance is the most important step in teaching learning process to make the Teaching Learning Materials long lasting. Convenient and enough space is required to store the Teaching Learning Materials. Teaching Learning Materials should be managed and updated frequently and preserve properly. Teaching Learning Materials should be placed nearest to the classroom and arranged sequentially. A Teaching Learning Material corner should be prepared for easy accessing by the teachers and students.

1.9 LET US SUM UP

Teaching Learning Materials should be designed, developed and used as per the need of the learners. Purpose of using Teaching Learning Materials should be decided first. Different types of Teaching Learning Materials are available and they should be used as per the requirement. Types, characteristics, advantages, development and design of Teaching Learning Materials are discussed in the Unit. It will be helpful in collecting, preparing and maintaining or storing Teaching Learning Materials.

1.10 REFERENCES

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- Teaching Learning Materials, Diploma in Elementary Education, Unit-6, Retrieved from http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11958/course/summary/UNIT6-TEACHING_AND_LEARNING.pdf on 16/07/2021.
- Teaching Learning Materials, Pedagogic Practices at Elementary Level, Unit-7, Retrieved from <https://egyankosh.ac.in/bitstream/123456789/8511/1/Unit-7.pdf> on 15/07/2021.

❖ **BOOKS SUGGESTED**

- Teaching & Learning Materials & the Internet by Ian Forsyth
- Handmade Teaching Materials for Students with Disabilities by Ikuta Shigeru
- First Principles of Instruction by M. David Merrill
- Issues in Materials Development by Akram Faravani, Hamid Reza Kargozari, Maryam Azarnoosh, Mitra Zeraatpishe
- Situating Moral and Cultural Values in ELT Materials by AdcharawanBuripakdi, HandoyoPujiWidodo, Le Van Canh, Marianne Rachel Perfecto

❖ **Check Your Progress 1**

1. Discuss advantages of Teaching Learning Materials in detail.

2. Discuss the characteristics of Teaching Learning Materials in detail.

3. How to develop and design Teaching Learning Materials? Discuss all the steps.

❖ **Check Your Progress 2**

1. What is Teaching Learning Materials?

2. What is the need of Teaching Learning Materials?

3. Which are the types of Teaching Learning Materials?

❖ **Check Your Progress 3**

1. A normal human being remembers more of what they _____ than what they hear and read.

- a. Write
- b. See
- c. Listen
- d. Do

2. Teaching Learning Material refers to the material used as the teaching aids in the classroom such as video, _____, charts, graphs, pictures, PPT, games, flashcards etc.

- a. Journal
- b. Magazine
- c. Research Paper
- d. Audio

3. TLM refers to _____.

- a. Teaching Learning Material
- b. Teaching Language Material
- c. Teaching Learning Medium
- d. Technology Learning Material

4. Teaching Learning Material is basically used as a supplement in the language classroom which _____ the students and make the teaching-learning process interesting.

- a. Demoralise
- b. Takes
- c. Motivates
- d. Demotivates

5. _____ includes objects, charts, maps, flashcards, pictures, whiteboard, models etc.
 - a. Visual aid
 - b. Audio aid
 - c. Mobile technology
 - d. Language game
6. _____ include articles, documents, reports, assignments, projects, newspapers, magazines, books etc.
 - a. Map
 - b. Charts
 - c. Graphs
 - d. Reading Material
7. _____ includes images, hyperlinks, text, animation, charts, graphs etc. in one presentation.
 - a. Internet
 - b. Power Point Presentation
 - c. Poster
 - d. Model
8. _____ are useful to display materials on a big screen so that a large audience can take the benefits.
 - a. Computer
 - b. Language Lab
 - c. Language game
 - d. Projector
9. Which of the following is NOT the advantage of Teaching Learning Material?
 - a. Development of teacher
 - b. Clarify the abstract idea
 - c. Practical Applications
 - d. Students passively present in the classroom
10. Which of the following is NOT the characteristic of Teaching Learning Material?
 - a. Material should be time-consuming
 - b. Material must be affordable and portable
 - c. Material must be flexible as per the need of the students
 - d. Learners should be attracted to the Teaching Learning Materials

Answers

1.	B	2.	D
3.	A	4.	C
5.	A	6.	D
7.	B	8.	D
9.	D	10.	A

:: STRUCTURE ::**2.0 Objectives****2.1 Introduction****2.2 What is ‘Material’?****2.3 Material Development for Interactive Tasks****2.4 Effectiveness of Interactive Material****❖ Check your learning****2.5 Let us sum up****2.6 Reference**

2.0 OBJECTIVES

In this Unit, we shall

- discuss the role of material for language learning
- understand the different types of materials
- understand the elements of quality teaching material
- learn to design material for interactive tasks

On completing this unit, learners will be able to

- explain the role of material for language learning
- distinguish between types of materials
- include the quality elements in your material
- design material for interactive tasks

2.1 INTRODUCTION

Having effective communication skills in English is an indispensable asset to survive in this fast growing professional world (Rao, 2019). Considering the demand of globalization, English Language Teaching (ELT) scene in India is undergoing seismic change as we are venturing towards advocating and applying new creative and innovation methods and material for teaching of English. In order to encourage students to conquer the fear of using English and

participate actively in the classroom interactions, teachers need to be creative and innovative.

Following interactive conversation may inspire the students to understand the need of English language learning for their professional development. The teacher has used ‘Socratic Questioning’ technique in the given conversation to set a tone for the discussion and further activities. When learners realise why they are here and what benefits they would have from the learning of the specific component, their learning interest would be at peak level during the classroom interactions and activities. Let us study the following conversation.

Interaction-1

Teacher: “Developing communication skills in English is need of an hour!” Do you agree with it?

Student: _____

(Answer on behalf of the student)

Teacher: Why?

Student: _____

(Answer on behalf of the student)

Teacher: To meet the global standard and the demands, Graduates should be well equipped with the required skill sets. English communication is one of them.

Teacher: What you should to achieve the communication competency?

Student: _____

(Answer on behalf of the student)

Teacher: Great! Let's have one interactive activity to understand the importance of the communication in English.

The idea of activity supported teaching-learning process is derived from the common notion that the learners become more active during live tasks and activities during the session (Whenham, 2018). Learning becomes more joyous when students are motivated through activity based teaching-learning environment.

This unit seeks to inform, to motivate and to explore the role of innovative material for interactive tasks to enhance communication skills among the learners through task based learning material. This unit proposes task based material to generate interest among students to learn English through fun way. Teachers must develop their creativity and consider taking on the fascinating interactive tasks through creating their own materials while incorporating their invaluable knowledge and experience about the needs of English learners.

2.2 WHAT IS 'MATERIAL'?

The term 'materials' refers to everything that can be used to aid the learning of a language, including things like modules, worksheets, templates, reference books, activity papers, videos, movies, cue cards, games, e-sources etc. Materials can be "eliciting (encouraging the learner to use the language), experiential (giving the learner with experience of the language in use), informative (informing the learner about the target language), and instructional (guiding the learner in learning the language) (Tomlinson, 2012). The integration of material with a pedagogical motive is on the distinctive features of it. These materials may be exploratory, interactive, or instructional. When the learning material enlightens the learners about the language, it is explanatory. When it exposes people to the language in use, it evokes language use, and when it aspires to learn more about languages use in real-world contexts, it is experiential. Materials development is a practical undertaking involving the design, production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development.

2.3 MATERIALS DEVELOPMENT FOR INTERACTIVE TASKS

While developing material for interactive tasks, teachers should aim to make their lessons engaging and relevant for the learners. Using a wide range of resources helps students to understand concepts better and makes studying genuinely interesting. Instructional material or teaching aids are other names for teaching-learning materials. With the emphasis on student-centered learning methodologies today, students require an ever-increasing variety of interactive materials to enhance their capacity for collaborative or autonomous learning. Teaching Learning seems to be evolving constantly. No longer are students required to attend lectures, while seated at a desk and scribbling notes. Sessions need to be more participatory and stimulating. To promote effective language learning through the real life situational context, task-based teaching learning technique has been beneficial to enable learners to develop their communication competency. The production of materials for interactive tasks is based on an assessment of the needs of the students, the level of learners' proficiency, and the course syllabus. Interactive task types are the pillars of Task-based Language Teaching (TBLT) model. Task types include

- reading comprehension passages
- case studies
- narration and description of event/stories
- production of writing forms
- speaking forms such as presentation, group discussion, debate, usage of language functions, role plays and many more.

Following Interaction-2 is one of the examples of Interactive worksheet to be used for language learning sessions.

Interaction-2

Teacher: Let's learn "How to Introduce Yourself." Study the following dialogues.

"Hi, I'm Tushar Shah and I'm glad to meet you."

"Hello, I'm Amit Sharma and it's a pleasure to meet you."

When someone introduces themselves to you, be prepared to respond with a few phrases to get the conversation started:

"Hi Tushar, I'm Misha Patel and it's a pleasure to meet you."

“Nice to meet you, Amit, I’m Jasmin Shaikh.”

Teacher: Introduce yourself to your friend and write out the dialogue in given space:

(Can you develop a similar kind of worksheet with different real life situation? Prepare and tryout. You are starting your journey as a material developer.

Above mentioned tasks have been proven to effective in teaching-learning of English language and communication. What is needed is needs analysis, design of proper lesson planning, supporting content, and effective execution during the classroom sessions. Teacher must adopt the inclusive approach of teaching where all students are equally involved in the learning process. It requires efforts from the teachers for pre-planning before entering the classroom. May be many hours for reading, thinking, developing need based material, planning and having visual mental rehearsal. Are you ready for that?

2.4 EFFECTIVENESS OF INTERACTIVE MATERIAL

Interactive material can be adopted by a teacher to motivate learners to participate intensively to get the expected outcome and efficient learning experience (Hernán, 2015). It is a student centric approach. It is a method in which the learner is actively involved in participating mentally and physically. It promotes ‘learning by doing’ and ‘collaborative learning approaches. Teachers need to be creative and critical thinker to adapt activity based teaching-learning process and design the same as per the need analysis of their student learners. (Das, B.K. & David, A., 2015). Interactive teaching and material for it is practical in nature. 'Interactive material actively engages the students in grappling with the content,' according to Stanford University School of Medicine. It energizes the classroom for both teachers and students. Instead of lectures, there are now conversations, and teachers and students work together to acquire knowledge.

The forms that interactive learning can take are countless. Using a far more all-encompassing approach to learning, students develop their

critical thinking and problem-solving abilities. Using technology or not, interactive learning is possible across the curriculum. (Bucholska, 2019). Giving learners an all-encompassing experience that attempts to not only train them on a theoretical level but also give them real-world examples and experiences to back up the knowledge they are absorbing is what interactive learning is all about. The fundamental goal of this teaching strategy is to ensure that learners fully understand material rather than simply memorization and regurgitation. (Meta, 2019)

Context-specific difficulties arise while teaching English in non-English-speaking nations. The desire to learn English can be low in Asia, and there are few opportunities for students to use English practically in and outside of the classroom. But by using carefully created activities, it is possible to solve all these issues. Learners are more likely to participate in activities that they find engaging, and if the tasks are skilfully constructed, the language learning can be just as spontaneous as interactions in the real world (Kelly, 2020).

The process of teaching a language is extensive and needs to be approached methodically. Teachers generally adopt or create their own frameworks for teaching methods in order to accomplish this. This unit provides an overview of frameworks of the task based material for interactive classroom session. Effective interactive material consisting creative activities is always helpful to teachers to enhance language skills in English. It

- enhances creative thinking skills.
- fosters higher order skills.
- promotes collaborative learning.
- provides experiences to the students to use English language in various situation.
- builds the student's self-confidence in using English language.
- gets experiences, develop interest, and enriches vocabulary.
- provides stimulus for reading.
- develops people's skills and happy relationship between students and students, teachers and students.
- develops verbal and non-verbal expressions.
- develops social relation provides opportunity to mix with others (Thinker, 1992; Tilya, 2003)

The activities based interactive tasks are generalized in three main categories (Minjey, 2013):

Exploratory : Acquiring knowledge, concept and skills

Constructive : Gaining experience through creative works

Expressional : Presentation

Steps to effective organization of Interactive Tasks

- Needs Analysis
- Material Development
- Planning of Task
- Execution
- Feedback
- Analysis of the outcome

Role of a Teacher facilitator in Interactive Sessions

- A planner, an organizer and evaluator
- Facilitator
- Decision maker
- Knowledge imparter
- Disciplinarian

Refer to the following material to teach ‘Parts of Speech’ through Interactive tasks.

Task -1 Teacher opens the session by explaining the basics of Parts of Speech.

Teacher needs to develop a material for quick rundown of what the different parts of speech are during the classroom session. See the mentioned below table:

Parts of Speech	Usage	Words	Sample Examples
Verb	State or Action	Am, Is, Are, has, have, do, did, Play, Sing, Eat, Can, must	English for All is a useful book for beginner learners. I loved it .
Noun	Person or thing	Mike, Smit, Ruhi, Dog,	I am Smit . I like Cats . We live in

		Cup, Cap, Milk, Bottle	Anand.
Adjective	Describes a noun	Dark, angry, big, 3, article – a/an/the excellent, playful, happy	Misha is a happy girl. She has a big 3 storey house.
Adverb	Describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, We, you, he, she, They	Amit is a brilliant student. He lives in Anand.
Prepositions	links a noun to another word	In, under, at, on, at	Rahul is in the classroom.
Conjunction	joins clauses or sentences or words	So, and, but, Though	Though he worked hard, he failed.
Interjection	short exclamation, sometimes inserted into a sentence	Wow! Great! Oh!	Wow! You have done it.

Teacher asks students to read the following sentences and asks students to highlight the word or words that belong to the part of speech indicated in brackets.

Question: Kirtan eats an apple a day. (Verb)

Answer: Kirtan eats an apple a day. (Verb)

- Sneha went to the fruit shop and bought some bananas. (Verb)
- She wants to leave now. (Adverb)
- Why are you running fast? (Adverb)
- There is a ball in the cupboard. (Preposition)
- That was an easy question. (Adjective)
- He was highly impressed with her performance. (Adverb)
- Although he is not rich reach, he is happy. (Conjunction)
- Wow! We won the match. (Interjection)

Teacher asks students to work in pairs and prepare a list of questions for practice on parts of speech and exchange the list with pair mate to answer the questions and submit it.

Topic: Parts of Speech

Day & Date:

Id Numbers:

Prepare exercise on Parts of Speech and ask your pair mate to write down the answers.

Question – Meera is a good singer. (Identify Adjective)

Answer – Meera is a **good** singer.

Q- 1 _____

Q- 2 _____

A- 2 _____

Task-2: Public Speaking

Teacher gives examples of some good speakers.



Teacher shows video clips of Barak Obama's famous speech and Steve Job's presentation skills and assigns tasks on Speech Analysis:

Give your comments on the way speaker begins the speech. What was exciting about it?

What speaking strategies have been used by the speakers to make it a more audience friendly speech?

Describe the clues/points you like the most with view to Speakers' Personality, Communication, and Body Language during the speech. Why?

Students watch the video and write a note on the attractive features of these two personalities' presentations. Teacher gives important tips to make an effective presentation in the context of these video clips. At last, teacher distributes the topics for the speech among the students on which students are supposed to give Oral Presentation in the next session.

Task-3: Reading Comprehension

- Teacher explains the concept of reading comprehension.
- Teacher gives some tips to effective reading comprehension.
- Teacher assigns a reading comprehension exercise to students.
- Teacher checks the answers and discusses them with the students.

Reading Comprehension Worksheet

Read the given passage. Answer each question.

For a very long time, scientists have understood the importance of vitamin D for people. Children who don't get enough vitamin D or calcium might get rickets, which causes the bones to weaken. According to recent studies, vitamin D helps people of all ages fight off diseases by maintaining a robust immune system. When our skin gets in contact with sunlight, our bodies can produce vitamin D. It's

preferable to consume a diet high in the vitamin, though (RHL, 2011)

This paragraph's core idea is that vitamin D _____.

- A) can be found in milk
- B) has undergone scientific investigation
- C) is well known
- D) is essential for health

Which of the following is not true?

Vitamin D is present in several foods.

Vitamin D can be produced by our bodies using sunlight.

Not everyone needs to consume food sources of vitamin D.

If you don't play outside in the sun as a child, you will undoubtedly develop rickets.

❖ Check Your Progress

Keep any particular audience/learners in your mind and develop material for Interactive Tasks on following topics:

- Teaching language functions such as Making Request, Taking Permission, Asking for favour, Giving opinions/suggestions etc.
- Teaching correct usage of tenses while writing and speaking
- Teaching letter writing
- Prepare worksheet for Reading Comprehension exercise.

2.5 LET US SUM UP

In this Unit, you have learnt to

- explain the role of material for language learning
- distinguish between types of material
- include the quality elements in your material
- design material for interactive tasks

2.7 REFERENCES

1. Brian Tomlinson: *Material Development in Language Teaching*
2. Heather Buchanan, Julie Norton: *The Routledge Handbook of Materials Development for Language Teaching*
3. Lina Mukhopadhyay, N. P. Sudharshana: *Task-Based Language Teaching and Assessment*
4. Freda Mishan, Ivor Timmis: *Materials Development for TESOL*
5. RHL School Worksheets

:: STRUCTURE ::**3.0 Objectives****3.1 Introduction****3.2 Authentic Material****3.3 Difference between Authentic Material and Non-authentic Material****3.4 Types of Authentic Material****3.5 Why use Authentic Materials?****3.6 Advantages of Authentic Material****3.7 Disadvantages of Authentic Material****3.8 Authentic Material or Non-authentic material?****3.9 Language Skills and Authentic Material****3.10 Let Us Sum Up****3.11 References**

3.0 OBJECTIVES

At the end of the Unit, students will learn

- What is authentic material, use of authentic material
- Enhance Listening, Speaking, Reading and Writing skills using Authentic Material
- Advantages and disadvantages of Authentic Material

3.1 INTRODUCTION

In the previous Units, you learned the importance and use of Teaching Learning Materials. There are different types of materials available to make Teaching Learning Process very effective. In this Unit, we are

going to discuss about Authentic Materials, Difference between Authentic and Non-authentic material, how to use the materials, how to enhance language skills, advantages and disadvantages of Authentic Materials.

3.2 AUTHENTIC MATERIALS

Authentic Materials are things like newspapers, pamphlets, menu, radio, audio, video, TV Programmes, wrappers, calendars, magazines, tickets, greeting cards, holdings, receipts etc. which are used in real life for genuine communication purposes. Authentic Materials are not designed specifically for the classroom use but it can be used to enhance Language skills. Authentic Materials connect the classroom with the real world. Wallace (1992, 145) states that authentic texts have been defined as real-life texts, not written for pedagogic purposes. They are therefore written for native speakers and contain real language.

Authentic materials boost bond of the classroom and the outside world. Students focus on content and meaning and not the language. Authentic materials help to learn language which cannot be learned through text. Spelleri thinks that the language used in textbooks is only valid in a classroom environment whereas the requirements of real life English are different and this difference has not yet been closed by the use of textbooks because as we all know learners have to deal with the language of brochures, office work forms, application forms, live lectures and so on.

3.3 DIFFERENCE BETWEEN AUTHENTIC AND NON-AUTHENTIC MATERIAL

Authentic materials are real-life materials. Authentic materials are created for the daily life purposes and not for the teaching purpose. Klickaya (2004) characterises authentic materials as materials which expose the real world and how it is used in the target language. Authentic materials can be in the written or oral form.

Non-authentic materials are prepared and designed for teaching purpose. This is in the form of text-books which are planned and published based on the syllabus. The syllabus is design keeping in mind the needs and ability of the learners. Non-authentic materials are designed based on the objectives of the study and need of the students, so it is easy to understand and it is appropriate for the students. Non-authentic materials are not always culturally appropriate for the learners. Non-authentic materials are designed and

prepared by the experts. The language used in non-authentic materials is not what we use in our day-to-day life, so students do not get exposure of variety of language form and vocabulary.

3.4 TYPES OF AUTHENTIC MATERIAL

It is very easy to collect authentic material to teach in the classroom with the use of Internet. There are many drawbacks of using authentic materials in the classroom such as it becomes outdated, cultural barrier, use of advanced vocabulary etc. but there are many advantages also. Thus, teachers have to select materials by keeping in mind the level and need of the students. Let's discuss the various types of authentic materials and their usage in the classroom.

Media

Media can be used as an authentic material in the classroom. Print and A-V Media attracts learners in language learning process. The English teachers should select appropriate media as per the needs and interests of the students. Media can be incorporated in teaching and learning tools such as games, audio-visuals, graphs, pictures, computers, boards etc.. Games, flashcards and pictures are helpful tools to teach vocabulary. Media helps to increase interest, enthusiasm and motivation in the students.

Weather reports

Teachers can use weather reports as an authentic material in the classroom and make the students familiar with the climate of the country. It becomes easy with the Internet. Anyone can access the weather report of any country of the world with the use of Internet. Mini-clips and weather write-ups are available on Internet to develop language skills.

Brochures, Pamphlets and Flyers

Flyers, Pamphlets and Brochures are used for advertisement and helpful for language teaching and learning. Teachers can use brochures of travel agencies, car rental agencies, hospitals etc.. this will help to improve vocabulary and phrases of respective field to get information about the respective field.

Newspapers

Newspaper articles are used as an authentic materials since many years in ELT classroom. Current affairs and important news are published every day. Teachers can select appropriate and useful

article and use in the classroom. Students learn different sentence structure, tenses, vocabulary used in the newspaper. Newspapers publish news on the variety of subjects such as education, sports, geographical, cultural and historical. Language and words used in the newspapers are different from the textbooks. Real-life incidents are published in the newspapers and if they are used by the teachers in the classroom, it will create interest. Language used in the newspapers is easily understandable to the students. Newspapers are the cheapest and affordable authentic materials.

Magazines

Photographs, slogans and articles of magazines can be used as an authentic materials. Current news and reports from every corner of the world are published in the magazines. Teacher should choose material from the magazine which is appropriate to the level and need of the students. Teachers can ask students to choose magazine of their interest or choice and read it. This task encourages students to develop reading habit, summarising and presentation skills.

3.5 WHY USE AUTHENTIC MATERIAL?

Teacher's objective to use authentic text is to motivate the students and introduce real-life text. Students want to be fluent with the native speaker. Students may get a chance to be closer to authentic text. Use of authentic material is challenging for both the teacher and learner. If the teacher does not present the authentic material properly, it may result in frustration.

As Gilmore (2007) explains, "The success of any particular set of authentic materials in motivating a specific group of learners will depend on how appropriate they are for the subjects in question, how they are exploited in class (the tasks) and how effectively the teacher is able to mediate between the materials and the students" (p. 107).

3.6 ADVANTAGES OF AUTHENTIC MATERIAL

If Authentic Materials are precisely chosen as per the need, level and interest of the learners than there are many advantages of using authentic materials in the classroom as follow:

- Authentic Materials are useful to reduce fear of learning new language.
- Authentic Materials are affordable.
- Authentic Materials are easily available for the teachers and the learners.

- Authentic Materials are suitable for the slow learners, average learners and advanced learners.
- Authentic Materials consists authentic cultural information.
- Learners learn real language.
- Authentic Materials develop creative thinking of the students.
- Learners get in touch with the current issues and situation.
- Same materials can be used differently and with the other classrooms also.
- Authentic Materials may create positivity on learner's motivation.
- Authentic Materials may enhance understanding of intercultural.
- Authentic Materials enhance linguistic knowledge.

3.7 DISADVANTAGES OF AUTHENTIC MATERIAL

If Authentic Materials are not precisely chosen as per the need, level and interest of the learners than there are many disadvantages of using authentic materials in the classroom as follow:

- Vocabulary used in the Authentic Materials may not be at the need and level of the students.
- There are many types of structure used in the same piece of text which may confuse the students.
- For teachers, choosing Authentic Material can be a time-consuming process as they have to keep in mind all the aspects which may affect in teaching learning process.

However, teacher can avoid these disadvantages of using Authentic Materials in the classroom by following some strategies as follow.

- Keep in mind the age and level of the learners while choosing the materials.
- Choose the topics which create the learner's curiosity of learning.
- Prepare different types of tasks which are related to the syllabus.

3.8 AUTHENTIC MATERIALS OR NON-AUTHENTIC MATERIALS?

All the authentic materials are not always suitable for the students as they contain cultural content. Teachers may make necessary changes in the authentic materials to match the need of the students. In such a way, students can get exposure to the real life language also. Teacher can make changes in the materials but the teacher must maintain the originality of the material.

Aim of authentic materials is to publish or broadcast materials to fulfil social purpose of the society. Tomlinson & Masuhara (2010: 400) states that “Authentic materials are designed not to transmit declarative knowledge about the target language but rather to provide an experience of language in use.

Teachers should select the authentic material which are relevant to the interest area of the students. The reason of providing authentic material is that the students get practical and applicable knowledge and relate them to real-world experiences. Authentic material creates a bridge between classroom language and language used in the real-world. Nowadays one of the most useful sources of authentic material is Internet.

3.9 LANGUAGE SKILLS AND AUTHENTIC MATERIAL

TV commercials, Quiz shows, cartoons, News, Radio, Advertisements, Songs, Clips, Comedy shows, Movies, Professionally audio-taped short stories and novels, Documentaries etc. can be used to improve listening skills. Teachers should choose authentic materials as per the level of the students. It should not be too easy or too hard for the students. According to Driven (1981), spontaneously spoken language is too complex to be introduced in the classroom in the first stage of foreign language learning, but in the second or intermediate stage of foreign language learning, all the factors of the spontaneously spoken language come into action. So for the lower level learners, we should provide easier materials such as the short headline type reports, audio and radio advertising, or short news broadcasts or children’s songs. Teachers have extensive variety of authentic materials for intermediate level students. Teachers can use formal speeches for advanced level students which are very difficult for foreign language learners. Use of authentic materials in the classroom makes the students use the language in real-world. This increases confidence of the students to communicate with others.

TV commercials, Quiz shows, cartoons, News, Radio, Advertisements, Songs, Clips, Comedy shows, Movies, Professionally audio-taped short stories and novels, Documentaries etc. can be used to improve speaking skills. Teacher must select appropriate materials.

Newspapers, Magazines, Journal articles, Editorials, Opinion pieces, Essays, Papers, Textbooks, Reference materials, Business cards, Letters, Messages, Emails, Memos, Reports, Schedules, Financial Documents, Directories, Blogs, Personal Letters, Personal Emails, Invitations,

Greeting cards, Bus/train/boat schedules, Menus, Posters, Recipes, Advertisements, Cartoons, Works of literature can be used as authentic materials. Authentic materials give exposure to the target language culture. After choosing appropriate material as per the level and need of the students, teacher should follow strategy of using it in the classroom.

Scanning and Skimming techniques can be used in the beginning stage of reading. In Scanning, students have to look at the important and particular information. They don't have to read each and every word. This technique is helpful for pre-reading stage. Skimming technique can be used in which students have to read through the text to find out the type of text, type of writing, main idea of the text, reason for writing text and outcome or objective of the text.

Intensive reading technique can be to enhance students' knowledge of vocabulary, language skills, grammar etc. It is also called decoding. This improves comprehension skill also. Students should make a list of unknown and difficult vocabulary, use dictionary and corpus. In such a way, students can learn vocabulary.

Comprehension technique is used at the end of reading authentic material task. This technique helps to find out that whether students understood the text or not. Summarising, paraphrasing, question-answer and discussion activities are used to find out the result of using material.

3.10 LET US SUM UP

Authentic material provides real language which is used in the real world. Authentic material does not expose the real language only but also helps the learners to be familiar with the real contexts and situations. They create connection between learners and the English speaking world. Authentic materials are generally freely available. It is time-consuming to find appropriate material but they are readily available which familiarises the reader with the International culture.

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3.12 BOOKS SUGGESTED

- Attitudes of students and instructors toward textbook-based language skills and authentic materials in selected adult English as a second language programs by Shu-Chin-su
- Designing authenticity into language learning materials by Freda Mishan
- Essentials for successful English language teaching by Thomas S. C. Farrell and George M. Jacobs
- Exploring English Language Teaching by Graham Hall
- Materials development in language teaching by Brian Tomlinson

❖ Check Your Progress 1

Answer the following questions in brief.

1. What is Authentic Material?

2. What is Non-authentic Material?

3. Why do we use Authentic Material in the classroom?

4. How will you develop Language skills with the use of Authentic Material?

❖ **Check Your Progress - 2**

Answer the following questions in detail.

1. Discuss different types of Authentic Materials.

2. What is difference between Authentic and Non-authentic Material?

3. Write advantages of Authentic Material.

4. Write disadvantages of Authentic Material.

5. Do you use Authentic material or Non-authentic material in the classroom. Why?

❖ **Check Your Progress 3**

Choose appropriate answer from the following given options.

1. Which language skill can be improved with the use of Authentic Material?
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. All of the above
2. Which of the following is not considered as authentic material?
 - a. Radio
 - b. Audio
 - c. Textbook
 - d. Magazines
3. Which of the following is considered as Non-authentic Material?
 - a. Worksheets
 - b. Calendars
 - c. Wrappers
 - d. Tickets
4. _____ includes teaching and learning tools such as games, audio-visuals, graphs, pictures etc.
 - a. Weather reports
 - b. Brochures
 - c. Media
 - d. Newspapers

5. As Gilmore explains, "The success of any particular set of authentic materials in motivating a specific group of learners will depend on how _____ they are for the subjects in question.
- Difficult
 - Easy
 - Appropriate
 - None of the above
6. Which of the following is the advantage of Authentic Material?
- Vocabulary used in the Authentic Materials may not be at the need and level of the students.
 - There are many types of structure used in the same piece of text which may confuse the students.
 - For teachers, choosing Authentic Material can be a time-consuming process as they have to keep in mind all the aspects which may affect in teaching learning process.
 - Authentic Materials consists authentic cultural information.
7. Which of the following is the disadvantage of Authentic Material?
- Authentic Materials are affordable.
 - Authentic Materials are easily available for the teachers and the learners.
 - Authentic Materials are suitable for the slow learners, average learners and advanced learners.
 - There are many types of structure used in the same piece of text which may confuse the students.
8. Which of the following is true?
- Non-Authentic Materials consists cultural information.
 - Learners learn real language through Non-authentic material.
 - Learners get in touch with the current issues and situation through Non-authentic material.
 - Non-authentic materials are prepared and designed for teaching purpose.
9. Scanning and Skimming techniques can be used in the beginning stage of _____ skill.
- Listening
 - Speaking
 - Reading
 - Writing
10. _____ techniques if used at the end of reading authentic material task.
- Comprehension
 - Scanning
 - Skimming
 - None of the above

Answer

1. Which language skill can be improved with the use of Authentic Material?
 - a. Listening
 - b. Speaking
 - c. Reading
 - d. All of the above**
2. Which of the following is not considered as authentic material?
 - a. Radio
 - b. Audio
 - c. Textbook**
 - d. Magazines
3. Which of the following is considered as Non-authentic Material?
 - a. Worksheets**
 - b. Calendars
 - c. Wrappers
 - d. Tickets
4. _____ includes teaching and learning tools such as games, audio-visuals, graphs, pictures etc.
 - a. Weather reports
 - b. Brochures
 - c. Media**
 - d. Newspapers
5. As Gilmore explains, “The success of any particular set of authentic materials in motivating a specific group of learners will depend on how _____ they are for the subjects in question.”
 - a. Difficult
 - b. Easy
 - c. Appropriate**
 - d. None of the above
6. Which of the following is the advantage of Authentic Material?
 - a. Vocabulary used in the Authentic Materials may not be at the need and level of the students.
 - b. There are many types of structure used in the same piece of text which may confuse the students.
 - c. For teachers, choosing Authentic Material can be a time-consuming process as they have to keep in mind all the aspects which may affect in teaching learning process.
 - d. Authentic Materials consists authentic cultural information.**
7. Which of the following is the disadvantage of Authentic Material?
 - a. Authentic Materials are affordable.
 - b. Authentic Materials are easily available for the teachers and the learners.

- c. Authentic Materials are suitable for the slow learners, average learners and advanced learners.
 - d. There are many types of structure used in the same piece of text which may confuse the students.**
8. Which of the following is true?
- a. Non-Authentic Materials consists cultural information.
 - b. Learners learn real language through Non-authentic material.
 - c. Learners get in touch with the current issues and situation through Non-authentic material.
 - d. Non-authentic materials are prepared and designed for teaching purpose.**
9. Scanning and Skimming techniques can be used in the beginning stage of _____ skill.
- a. Listening
 - b. Speaking
 - c. Reading**
 - d. Writing
10. _____ techniques if used at the end of reading authentic material task.
- a. Comprehension**
 - b. Scanning
 - c. Skimming
 - d. None of the above

UNIT : 4**DIGITAL MATERIALS****:: STRUCTURE ::****4.0 Objectives****4.1 Outcomes****4.2 Introduction****4.3 Digital Material****4.4 Types of Learning Material****4.5 Strategies of using Digital Material****4.6 Strategies of developing Digital Material****4.7 Strategies of managing Digital Material****4.8 Let's sum up****4.9 References****❖ Check Your Progress****❖ Answer**

4.0 OBJECTIVES

After studying this unit, you will be able

1. To describe the purpose to use Digital Material.
2. To explain the difference between Digital Material and Non-Digital Material.
3. To present types of learning materials.
4. To compare and contrast Digital Learning Material and Digital Support Material.
5. To explain the strategies to use, develop and manage Digital Learning Material.
6. To encourage learners and instructors to use creative Digital Learning Material.
7. To provide advantages and limitations of Digital Learning Material.

4.1 OUTCOMES

After studying this unit, you will be ready to

1. Understand the various types of Digital Learning Material
2. Use and develop own Digital Learning Material for effective classroom teaching
3. Obtain knowledge of positive and negative aspects of using Digital Material
4. Motivate one to use actively and consistently Digital Material in classroom and which could provide alternative innovation in classroom teaching.
5. Create and design productive Digital learning materials.

4.2 INTRODUCTION

With the growing demand for Information Technology and the use of digital formats, they have become a significant part of providing students with easy access to abundant sources of reference materials and wealthy knowledge at a single click. In addition, digital learning materials are used for research, studying, and preparing various academic and non-academic presentations. These materials include e-books, PDF files, podcasts, video lectures, worksheets, and many more. After the pandemic, digital learning materials have transformed the traditional learning experience as they assist in getting a more personalized and communicative learning experience that promotes learner engagement.

Moreover, the main objective of using and preparing digital learning materials is to provide supportive, informative, and formative content in a systematic way. This significant change has brought a very positive impact on the teaching-learning process. Simultaneously, it has provided innovation for learners and teachers in the teaching-learning pattern, as well as the evaluation process. In this way, digital learning materials are transforming the way students learn and engage with educational content, making education more accessible, efficient, and effective than ever before.

According to Gungor, Bolat, and other research scholars, the benefits of technology are that it enable independence, flexibility, and an improved quality of life for society. Nowadays, teaching students with updated e-tools is not just in demand but is also the requirement of today's time. Modern digital learning materials help instructors engage the class with creativity. It can be said that the incorporation of information technology in the field of education assists the learning experience for students and contributes to their overall knowledge acquisition.

As such, the incorporation of information technology in education is crucial in enhancing students' learning experience and contributing to their overall knowledge acquisition. The present unit will provide opportunities to learn the meaning, purpose, types and difference between digital and non- digital material.

4.3 DIGITAL MATERIAL

4.3.1 Meaning of Digital Material

Digital Materials refer to materials that can be accessed via computers. (Dudeney, G., & Hockly, N). These materials can either be born-digital or created in the digital form. Digital learning materials refer to any type of educational content that is created, distributed, and accessed using digital technology. Examples of such materials include pictures taken with digital cameras, social media applications, or websites. Digital material can also be defined as any teaching or learning activity where digital tools are used by teachers to deliver content. According to Bates, digital learning materials have a significant impact on improving learners' ability to learn independently (Bates, 2016). Additionally, digital materials promote the acquisition of communication, thinking, and digital skills. In other words, the use of digital materials in education allows students to engage with educational content at their own pace and enables them to take responsibility for their learning. Furthermore, the interactive and multimedia nature of digital materials enhances learners' ability to think critically and communicate effectively. This promotes the acquisition of digital skills, which are crucial in the current digital age.

4.3.2 Purpose of Digital Material

The purpose of digital material is to provide learners with educational content that is interactive, engaging, and flexible, delivered in digital format. Digital material is designed to help learners achieve their learning objectives and acquire new knowledge and skills through the use of electronic devices such as computers, tablets, or smart phones. Some of the key purposes of digital material include:

1. Supporting different learning styles: Digital material can be designed to accommodate various learning styles and preferences, such as visual, auditory, or kinesthetic.
2. Enhancing learner engagement: Interactive and multimedia-rich digital material can make the learning process more engaging and enjoyable for learners.

3. Facilitating self-paced learning: Digital material can be accessed anytime, anywhere, and can be customized to fit individual learner needs, allowing for self-paced learning.
4. Providing immediate feedback: Digital material can provide instant feedback on learners' performance, helping them to identify areas where they need to improve.
5. Increasing accessibility: Digital material can be designed to be accessible to learners with disabilities or learning differences.

a. Difference between Digital Material and Non- Digital Material

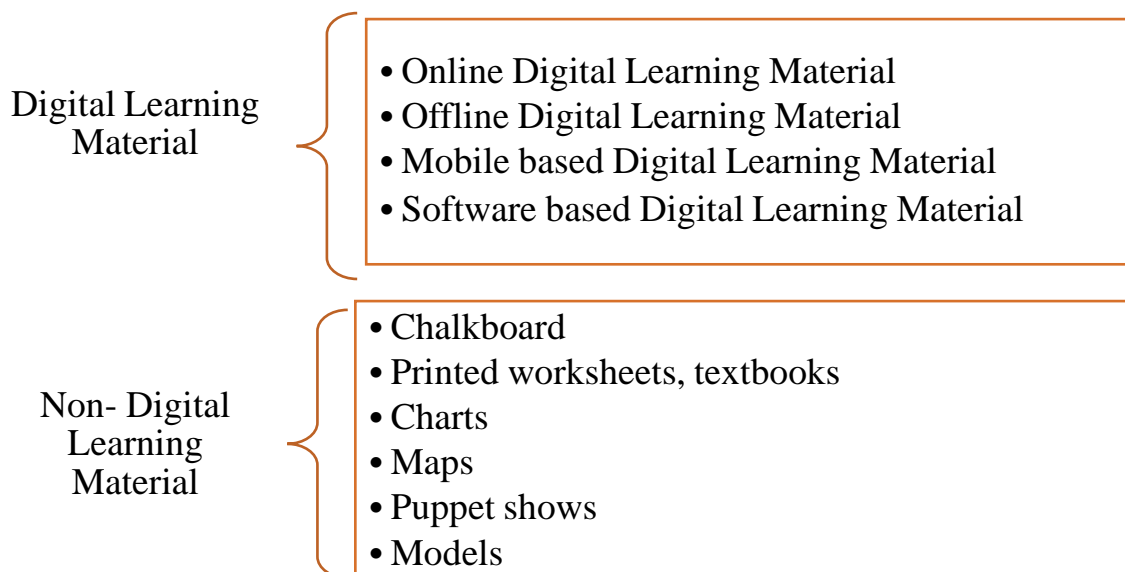
Sr. No	Difference	Digital Learning Materials	Non-Digital Learning Materials
	Medium	Digital material is presented in electronic form,	non-digital material is presented in physical form.
	Portability	Digital material is generally more portable than non-digital material, as it can be accessed on electronic devices such as laptops, tablets, or smartphones	Non-digital material, on the other hand, is often bulky and requires physical storage space.
	Accessibility	Digital material can be accessed anytime, anywhere, as long as the user has an internet connection or the digital content stored on their device.	Non-digital material, on the other hand, is often limited to specific locations, such as a classroom or library.
	Interactivity	Digital material can be interactive, providing learners with multimedia content, quizzes, simulations, and other interactive features that enhance the learning experience.	Non-digital material, on the other hand, is typically static and does not provide the same level of interactivity.
	Customizability	: Digital material can be customized to fit	Non-digital material

		individual learner needs, providing a personalized learning experience.	is typically one-size-fits-all, with limited room for customization.
	Examples	blogs, e-content, e-learning, m-learning, email, and chat	Non-digital material includes textbooks, printed handouts, chalkboards, and posters.
	Storage and Preservation	Storage and Preservation Digital storage is less costly than non-digital storage. Digital documents can be stored on external devices such as hard drives or USB drives, as well as on cloud and server space.	Non-digital materials are more expensive to store and require physical maintenance over time.
	Reproducibility	Reproducibility Digital learning materials can be easily duplicated, edited, and shared with others, which makes it easier to collaborate and distribute information.	Reproducing non-digital materials is a time-consuming process and it is not as easy to duplicate or share.

Both digital and non-digital learning materials are two broad categories that teachers can choose or design when creating teaching and learning activities. Digital learning materials refer to any teaching and learning materials that use digital tools such as blogs, e-content, e-learning, m-learning, email, and chat. On the other hand, non-digital learning materials refer to materials that use traditional tools such as chalkboards, textbooks, charts, magazines, and newspapers. The main differences between digital material and non-digital material are the medium in which they are presented, their portability, and their accessibility.

In nutshell, the main difference between digital and non-digital material is the format in which they are presented, with digital material offering greater portability, accessibility, and interactivity, as well as more opportunities for customization.

4.4 TYPES OF LEARNING MATERIAL



4.5 DIGITAL LEARNING MATERIAL

4.5.1 Online Digital Learning Material

There are many examples of online digital learning materials, including

1. Webinars

As per the record and experience one can define webinar as alive or pre- recorded presentation, lecture, workshop that is delivered online using video conferencing software. Apart from this, webinars allow learners to participate in real-time, often featuring interactive components like live chat or Q&A session.

Sr. No	Advantages	Limitations
1.	Webinars provide a flexible and convenient way to learn, as they can participate in the sessions from anywhere with an internet connection.	Time constraints
2.	Webinars also offer interactive and engaging learning experiences, as participants can ask questions, participate in discussions, and collaborate with others.	Lack of attention
3.	For educators and trainers, webinars offer a cost-effective and efficient way to deliver content to a large audience.	Limited interaction
4.	Webinars can be recorded and archived for future use, making it easy to reuse the content or share it with others who were unable to attend the live session.	Internet connectivity or technical dependency

2. Blogs

A blog is an online platform where individuals and organizations can publish various types of content, such as articles, book reviews, and news updates. The term "blog" originated from "weblog," which was originally used to describe an online diary. Jorn Barger, who ran the influential Robot Wisdom blog, is credited with coining the term "weblog." Blogging provides an opportunity for people to express themselves and showcase their writing skills on a global scale. Blog content can cover a diverse range of topics, including educational material and personal experiences.

Sr. No	Advantages	Limitations
1.	Blog provides educational content on a wide range of subjects. Educators and subject matter experts can use blogs to share their knowledge and expertise with learners, providing detailed explanations of complex concepts and ideas.	Limited interaction
2.	Blogs can be used as a platform for learners to reflect on their experiences and engage in discussions with others.	Threat of plagiarized content
3.	Blogs can be used as a platform for learners to reflect on their experiences and engage in discussions with others.	Maintaining blog's content quality is tough
4.	Blogs can be used as a tool for personal development, providing learners with guidance and inspiration on a variety of topics, from career advice to personal growth and well-being.	Monetization
5.	Blogs are easily accessible and can be accessed from anywhere with an internet connection.	
6.	Blogs can be interactive and engaging, as learners can leave comments and participate in discussions with other readers.	

3. Online quizzes and tests:

During a quiz or test, an instructor typically presents a range of questions, such as multiple choice, short answer, matching, open-ended, or ranking-based questions. These assessments can serve various purposes, including evaluating student performance, providing practice opportunities, and encouraging self-reflection. Both traditional classroom-based instruction and independent learning can benefit from online quizzes and tests, which can be used in formal and informal educational settings

Sr. No	Advantages	Limitations
1.	Online quizzes and tests can be utilized to gauge the knowledge and comprehension of learners in a subject. Online quizzes and tests can be utilized to evaluate the knowledge and understanding of learners in a particular subject area. Bias can be a limitation.	Bias
2.	Online quizzes and tests are useful for practice and review	Lack of feedback
3.	Online quizzes and tests can be valuable tools for self-evaluation, enabling learners to assess their understanding of a subject and identify areas where they require further support.	Technical issues
4.	Online quizzes and tests can offer immediate feedback to learners, allowing them to see their performance and pinpoint areas where they require additional support.	Limited question types

5.	Online quizzes and tests can be customized to suit the needs of learners, allowing educators to tailor assessments and practice exercises to specific learning goals or standards.	Cheating
6.	This can help to facilitate the learning process, as learners can address their weaknesses and build upon their strengths.	Internet connectivity

4. Web Radio

Internet radio, also known as web radio, is a form of broadcasting that involves the transmission of programs or series through the internet using digital audio streaming technology. Unlike traditional radio stations, internet radio can be accessed through the internet from anywhere in the world, making it a convenient and accessible tool for learners who can access it through the internet.

Sr. No	Advantages	Limitations
1.	Web radio can provide live broadcasts of lectures, workshops, and discussions on various subjects. This can allow learners to access real-time information and engage with experts and educators in a dynamic and interactive way.	Dependence on Internet connectivity
2.	Web radio can offer access to an extensive archive of audio content on a wide range of subjects, including academic lectures, interviews, and podcasts.	Limited reach
3.	Web radio can offer content in different	

	languages, making it a useful tool for language learners or for those who want to learn about different cultures and perspectives	
4.	Web radio can be accessed from mobile devices, making it a flexible tool for learners who want to learn on the go or while commuting.	Copyright and licensing restrictions
5.	Web radio can provide an engaging and immersive learning experience that can capture learners' attention and facilitate their learning.	

5. Podcast

Audio recordings that can be listened to online or downloaded to a mobile device for on-the-go learning. A podcast is an audio program that can be downloaded or streamed from the internet and listened to on a computer or mobile device.

Sr. No	Advantages	Limitations
1.	Podcasts can be used to provide educational content on a wide range of subjects. Educators and subject matter experts can use podcasts to share their knowledge and expertise with learners, providing detailed explanations of complex concepts and ideas.	Lack of interactivity
2.	Podcasts are a flexible form of learning material that can be listened to at any time, making them a convenient way for	Copyright issues:

	learners to access educational content on their own schedule.	
3.	Podcasts can be downloaded and listened to on mobile devices, making them a portable way for learners to access educational content on the go.	Monetization challenges
4.	Podcasts can be personalized to meet the needs of individual learners, allowing educators to tailor content to specific learning objectives or standards.	
5.	Podcasts are an accessible form of learning material that can be accessed by learners with hearing impairments or other disabilities, as transcripts or captions can be provided.	

Podcasts are a popular form of online digital learning material that offer a wide range of benefits for learners, educators, and subject matter experts.

6. You Tube

YouTube is a commonly used platform for video sharing that enables users to upload, view, and share various types of videos. The website was launched in 2005 and is currently owned by Google. YouTube offers a wide variety of content, such as music videos, short films, TV clips, and user-generated videos.

Sr. No	Advantages	Limitations
1.	Educators and subject matter experts can use YouTube to share video lectures on a wide range of subjects, including academic disciplines, skills development, and personal growth	Content moderation
2.	YouTube can be used to provide step-by-step tutorials on a wide range of topics, from learning a new language to mastering a new skill, such as cooking or DIY projects.	Copyright issues
3.	YouTube videos can be captioned, making them accessible to learners with hearing impairments or other disabilities	Monetization challenges:
4.	YouTube videos can be used as visual aids to support traditional classroom teaching, providing learners with additional visual and auditory information to enhance their learning experience.	Limited control over distribution
5.	YouTube can be used to build communities around specific topics, allowing learners to connect with others who share their interests and engage in discussions and collaborative learning activities.	Competition
6.	YouTube can be used to provide personalized learning experiences, allowing learners to tailor their learning to their own interests and needs.	

7. Web 2.0 Tools

Web 2.0 tools are a type of online digital learning material that provide interactive and collaborative learning experiences for learners. Web 2.0 tools are based on the concept of "user-generated content" and allow learners to create, share, and collaborate on content in real time.

Sr. No	Advantages	Limitations
1.	Social media platforms such as Facebook, Twitter, and LinkedIn can be used to create online learning communities, share educational content, and facilitate discussions and collaborations among learners and educators.	Dependence on internet connectivity
2.	Wikis are collaborative websites that allow multiple users to edit and contribute content. Wikis can be used as a tool for collaborative writing, research, and knowledge-sharing.	Accessibility barriers
3.	Blogs are online journals that can be used to share ideas, opinions, and educational content. Blogs can be used to create a portfolio of learning experiences, reflect on learning experiences, and facilitate discussions and collaborations.	Dependence on user-generated content:
4.	Podcasts can be used to create audio content on a wide range of topics, from academic lectures to interviews with subject	complex or difficult to use

	matter experts. Podcasts can be shared and accessed by learners and educators around the world.	
5.	Online whiteboards such as Google Jamboard and Miro can be used to create and share interactive presentations, brainstorming sessions, and collaborative visualizations.	The abundance of information and resources
6.	Video conferencing: Video conferencing tools such as Zoom, Microsoft Teams, and Google Meet can be used to facilitate virtual classroom sessions, group discussions, and remote collaborations.	

8. Massive Open Online Courses (MOOCs)

These are online courses that are available to anyone, anywhere in the world, typically for free or at a low cost. Massive Open Online Courses (MOOCs) are a form of online digital learning material that provide free or low-cost access to high-quality educational courses from top universities and institutions around the world.

Sr. No	Advantages	Limitations
1.	MOOCs provide learners with access to a wide range of courses on a variety of topics, from academic disciplines to professional development and personal growth.	Lack of interaction and personalized support:
2.	MOOCs offer a flexible learning experience that allows learners to study at their own pace and on their own schedule, making it easier for them	Limited feedback

	to balance their studies with work and other commitments.	
3.	MOOCs offer opportunities for collaborative learning through discussion forums, peer assessments, and group projects, allowing learners to connect with others and engage in collaborative learning activities.	Technical requirements
4.	MOOCs can be customized to meet the individual learning needs and preferences of learners, with features such as personalized learning paths, adaptive assessments, and personalized feedback.	Limited course offerings:
5.	MOOCs offer the opportunity to earn credentials such as certificates, micro-credentials, and even degrees from top universities and institutions around the world, providing learners with tangible proof of their learning and skills.	High dropout rates:
6.	MOOCs are generally free or low-cost, making them an affordable option for learners who may not have access to traditional educational opportunities.	Pedagogical limitations

9. Online textbooks and e-books

Digital versions of textbooks that can be accessed and read online. Online textbooks and e-books are a form of online digital learning material that provide learners with a convenient and accessible way to access educational content.

Sr. No	Advantages	Limitations
1.	Online textbooks and e-books can be accessed from anywhere at any time, making it easier for learners to study and access educational content.	Limited interaction with instructors
2.	Online textbooks and e-books can include interactive elements such as videos, animations, and quizzes, which can help to engage learners and facilitate learning.	Limited interaction with peers:
3.	Online textbooks and e-books are searchable, which makes it easier for learners to find specific information or topics they need to study.	Lack of accreditation
4.	Online textbooks and e-books can be accessed on a variety of devices, including smartphones, tablets, and laptops, making it easy for learners to study on the go.	Limited course offerings
5.	Online textbooks and e-books are often less expensive than traditional textbooks, which can help to reduce the financial burden on learners.	

6.	Online textbooks and e-books are more environmentally sustainable than traditional textbooks, which require paper and other resources to produce.	
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5.1.2 Offline Digital Learning Material

Offline digital learning materials refer to educational resources that can be accessed on a device, such as a computer or mobile device, without requiring a connection to the internet. These materials typically include interactive multimedia elements, such as videos, animations, and simulations, that engage learners and enhance their understanding of the subject matter. According to a report by Technavio, the global market for offline digital learning materials is expected to grow at a compound annual growth rate of over 8% between 2021 and 2025, driven by the increasing demand for personalized and adaptive learning solutions. This trend highlights the growing importance of offline digital learning materials in providing learners with flexible and accessible educational resources.

1. E book

E-books are a form of offline digital learning material that can be accessed on a variety of devices, including laptops, tablets, e-readers, and smartphones. An e-book is a digital publication that can be read on a computer, tablet, or mobile device. It is a digital version of a printed book that includes text, images, and sometimes interactive multimedia elements.

Sr. No	Advantages	Limitations
1.	E-books can be downloaded onto a device and accessed offline, making them a convenient option for learners who may not have reliable internet access	Requires compatible device to access and read
2.	E-books can be accessed at any time and from any location, making them a convenient option for learners who need to study on the go.	Not provide the same tactile experience as physical books,

3.	E-books can include interactive elements such as videos, animations, and quizzes, which can help to engage learners and facilitate learning.	Technical issues, such as glitches or device compatibility problems, which may interrupt the learning experience.
4.	E-books can be customized to meet the individual learning needs and preferences of learners, with features such as adjustable font size, bookmarks, and notes.	
5.	E-books are often less expensive than traditional textbooks, which can help to reduce the financial burden on learners.	
6.	E-books are more environmentally sustainable than traditional textbooks, which require paper and other resources to produce.	

2. E Magazine

E-magazines are a form of offline digital learning material that can be accessed on a variety of devices, including laptops, tablets, and smartphones. They provide a range of educational content and resources that can help learners to enhance their knowledge and skills.

Sr. No	Advantages	Limitations
1.	E-magazines can include a range of multimedia content such as videos, images, and interactive graphics, which can help to engage learners and facilitate learning.	Requires compatible device to access and read
2.	E-magazines often feature timely and relevant content on a variety of topics, including current events, news, and trends, which can help	Not provide the same tactile experience as physical books,

	learners to stay up-to-date and informed.	
3.	E-magazines can be downloaded onto a device and accessed offline, making them a convenient option for learners who may not have reliable internet access.	Technical issues, such as glitches or device compatibility problems, which may interrupt the learning experience.
4.	E-magazines can be accessed at any time and from any location, making them a convenient option for learners who need to study on the go.	
5.	E-magazines can be customized to meet the individual learning needs and preferences of learners, with features such as adjustable font size, bookmarks, and notes.	
6.	E-magazines are often less expensive than traditional print magazines, which can help to reduce the financial burden on learners.	

3. Recorded Lecture

Recorded lectures are a form of offline digital learning material that can provide learners with access to educational content anytime and anywhere.

Sr. No	Advantages	Limitations
1.	Recorded lectures can be accessed offline on a variety of devices, making it easier for learners to study at their own pace and in their own time.	Lack of interactivity
2.	Recorded lectures can be paused, rewound, or fast-forwarded, giving learners greater control over their learning experience.	Limited engagement

3.	Recorded lectures can be edited or combined with other materials to create customized learning experiences that meet the specific needs of learners.	Technical issues
4.	Recorded lectures can be made accessible to learners with disabilities through the use of captioning, audio descriptions, and other assistive technologies	Lack of personalization
5.	Recorded lectures can be replayed as many times as needed, allowing learners to review and reinforce their understanding of key concepts.	Limited scope
6.	Recorded lectures can be a cost-effective alternative to live lectures, reducing the need for travel, accommodation, and other related expenses.	

4. Smart Board

A whiteboard is a common tool used in classrooms and educational settings to facilitate learning. When used as an offline digital learning material, a whiteboard can provide learners with a range of benefits.

Sr. No	Advantages	Limitations
1.	A smartboard can be used to illustrate concepts and ideas in a visual way, making it easier for learners to understand and retain information.	Limited interactivity
2.	A smartboard can be used to facilitate group activities and collaborative learning, encouraging learners to work together and share ideas.	Limited portability

3.	A smartboard can be used to engage learners in interactive activities, such as quizzes, puzzles, and games, which can help to reinforce learning and promote engagement.	Limited storage
4.	A smartboard can be customized to meet the individual learning needs and preferences of learners, with features such as adjustable font size, colors, and graphics.	Limited durability
5.	A smartboard can be made accessible to learners with disabilities through the use of assistive technologies, such as screen readers and alternative input devices.	Limited accessibility
6.	A smartboard is a cost-effective alternative to other digital learning materials, as it requires minimal equipment and resources.	

5. Digital Image

Digital images can be a powerful tool for offline digital learning material, as they allow learners to visually engage with educational content.

Sr. No	Advantages	Limitations
1.	Digital images can be used to illustrate and clarify concepts and ideas, making it easier for learners to understand and remember information.	Quality
2.	It can be used to aid in memorization, as learners can associate images with specific concepts or facts.	Accessibility
3.	It can be customized to meet the specific needs and preferences of	Limited Information

	learners, with features such as adjustable size, resolution, and color.	
4.	It can be made accessible to learners with disabilities through the use of alternative text descriptions and other assistive technologies.	Copyright
5.	It can help to increase learner engagement and motivation by providing a visual and interactive learning experience	
6.	Digital images are a cost-effective alternative to other forms of offline digital learning materials, as they require minimal equipment and resources	

6. MS Office

MS Office is a suite of productivity tools that can be used as an offline digital learning material in a variety of educational settings.

Sr. No	Advantages	Limitations
1.	MS Office includes tools for creating and editing documents, such as Word, Excel, and PowerPoint. These tools can be used to create reports, essays, spreadsheets, and presentations, among other things.	Steep learning curve
2.	It includes features for collaboration, such as co-authoring and track changes, which can be used to facilitate group work and peer review.	Security risks
3.	Allows users to customize documents and presentations to meet their specific needs and preferences, with features such as	Limited collaboration

	formatting, templates, and themes.	
4.	It can be used to develop and enhance a range of skills, such as writing, data analysis, and presentation skills.	Cost
5.	Includes features to support accessibility, such as screen readers, magnifiers, and closed captioning, which can help to ensure that learners with disabilities can access and engage with educational content.	

5.1.3. Mobile based Digital Learning Material

Mobile-based digital learning materials refer to study materials that can be accessed and used on a mobile device such as a smartphone or tablet. The widespread use of mobile devices and the increasing availability of mobile-based learning platforms have led to a surge in the development of mobile-based digital learning materials. Mobile-based digital learning materials refer to educational resources that are specifically designed to be accessed and utilized on mobile devices such as smartphones and tablets. These materials provide learners with the flexibility to access learning resources on-the-go, at any time and from anywhere. According to a report by Markets and Markets, the global mobile learning market is expected to grow from USD 7.98 billion in 2016 to USD 37.60 billion by 2021, at a Compound Annual Growth Rate (CAGR) of 36.3%. This growth is being driven by the increasing adoption of mobile devices and the growing demand for personalized and flexible learning solutions. In this context, mobile-based digital learning materials are playing an increasingly important role in providing learners with accessible and engaging educational resources.

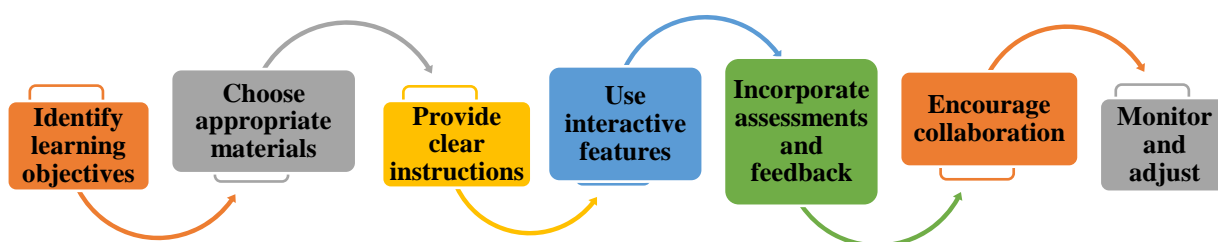
Mobile-based digital learning materials include:

1. **Mobile apps:** These are downloadable applications that provide interactive learning content, such as language learning apps or educational game apps.
2. **Mobile-responsive websites:** These are websites that are optimized for viewing on a mobile device, providing easy access to learning content on-the-go.

3. **Mobile-friendly e-books:** These are digital books that are designed to be read on a mobile device, with features such as adjustable font sizes and screen brightness.
4. **Mobile-based video lectures:** These are recorded lectures that can be viewed on a mobile device, allowing learners to access educational content anytime, anywhere.
5. **Mobile-based quizzes and assessments:** These are assessments that can be taken on a mobile device, providing learners with immediate feedback and progress tracking.

Mobile-based digital learning materials are convenient, flexible, and accessible, making them an increasingly popular choice for learners of all ages and backgrounds. They provide a convenient way to learn and study, even when on the go, and can be used to supplement traditional classroom-based learning or as a stand-alone learning resource.

4.5 STRATEGIES OF USING DIGITAL MATERIAL



There are some strategies that any instructor or teacher should keep in mind before using Digital Material.

1. Identify learning objectives

Before using digital materials, it is important to identify the learning objectives and goals for the lesson or course. This will help to ensure that the digital materials are aligned with the learning outcomes and that they support the desired learning experience.

2. Choose appropriate materials

Select digital materials that are appropriate for the intended audience and that are well-designed, engaging, and effective for achieving the learning objectives. This may involve researching and evaluating different options and seeking feedback from learners and educators.

3. Provide clear instructions

It is important to provide clear instructions for accessing and using digital materials, including any necessary technical requirements or

support. This can help to reduce frustration and ensure that learners can use the materials effectively.

4. Use interactive features

Digital materials can be designed to include interactive features such as quizzes, simulations, and games, which can help to keep learners engaged and motivated. It is important to ensure that these features are well-designed and aligned with the learning objectives.

5. Incorporate assessments and feedback

Digital materials can be designed to include assessments and feedback mechanisms, which can help learners to track their progress and receive feedback on their learning. This can help to reinforce learning and identify areas for improvement.

6. Encourage collaboration

Digital materials can be used to facilitate collaboration and communication among learners and between learners and educators. This can include discussion forums, group projects, and peer review activities, which can help to build a sense of community and support learners' social and emotional development.

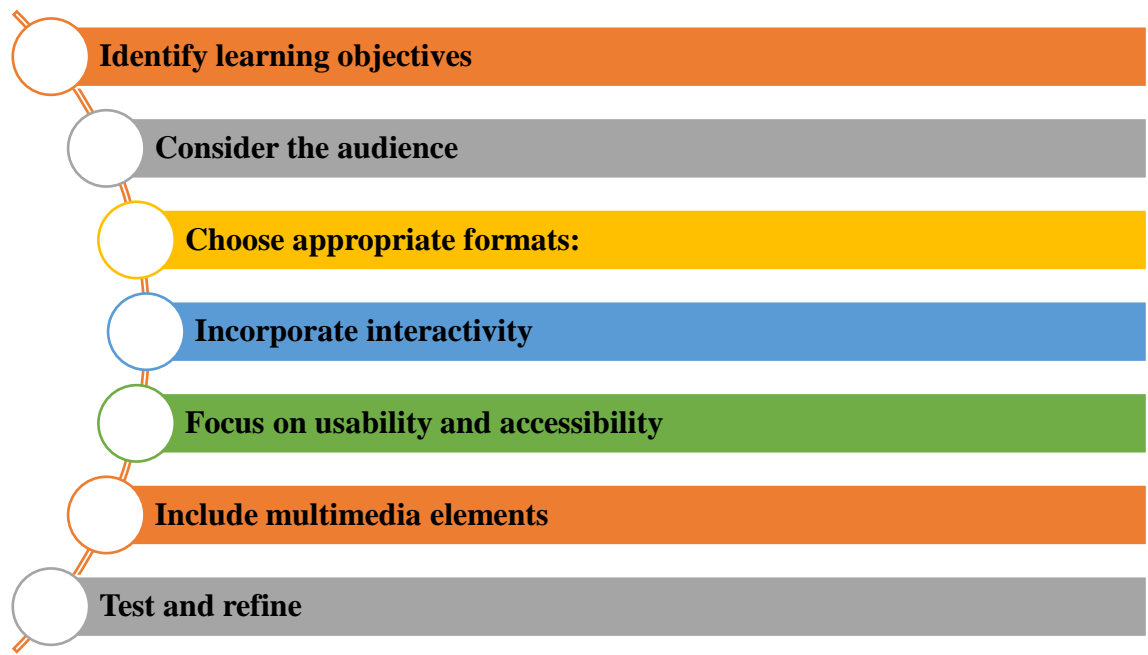
7. Monitor and adjust

It is important to monitor learners' progress and engagement with digital materials and to adjust the materials and learning activities as needed to support learners' needs and goals. This may involve collecting data on learner performance, analyzing feedback, and making changes to the materials or instructional strategies as needed.

Overall, effective use of digital materials in learning involves careful planning, selection, and design of materials, as well as thoughtful use of instructional strategies and feedback mechanisms to support learners' engagement, motivation, and achievement of learning outcomes.

8. Strategies of developing Digital Material

Here are some strategies for developing effective digital materials for learning:



1. **Identify learning objectives**

Before developing digital materials, it is important to identify the learning objectives and goals for the lesson or course. This will help to ensure that the digital materials are aligned with the learning outcomes and that they support the desired learning experience.

2. **Consider the audience**

Digital materials should be designed with the intended audience in mind, including their age, background, learning preferences, and technical skills. This can help to ensure that the materials are engaging, accessible, and effective for the target audience.

3. **Choose appropriate formats**

Different digital formats, such as videos, interactive simulations, podcasts, and e-books, may be more effective for different learning objectives and audiences. Consider the strengths and limitations of each format and choose the ones that best support the learning goals and needs of the audience.

4. **Focus on usability and accessibility**

Digital materials should be designed to be easy to use and navigate, with clear instructions and intuitive interfaces. They should also be designed to be accessible to learners with disabilities or other special needs, such as by including alternative text, captions, and audio descriptions.

5. **Incorporate interactivity**

Digital materials can be designed to include interactive features such as quizzes, simulations, and games, which can help to keep learners

engaged and motivated. It is important to ensure that these features are well-designed and aligned with the learning objectives.

6. Incorporate assessments and feedback

Digital materials can be designed to include assessments and feedback mechanisms, which can help learners to track their progress and receive feedback on their learning. This can help to reinforce learning and identify areas for improvement.

7. Include multimedia elements

Digital materials can incorporate multimedia elements such as images, videos, and audio, which can help to engage learners and support their understanding of complex concepts.

8. Test and refine

It is important to test the digital materials with a sample of the target audience to identify any usability or technical issues, as well as to collect feedback on the effectiveness of the materials. This feedback can then be used to refine and improve the materials before wider implementation.

Overall, developing effective digital materials for learning involves careful consideration of the learning objectives, audience, formats, usability, accessibility, interactivity, assessments, feedback, multimedia, and testing. By following these strategies, digital materials can be designed to support learners' engagement, motivation, and achievement of learning outcomes.

9. Strategies of managing Digital Material

Managing digital materials is an important aspect of using them effectively in education. Here are some strategies for managing digital materials:

Organize digital materials

Back up digital materials

Update digital materials

Control access to digital materials

Manage copyright and licensing

Monitor usage and effectiveness

Monitor usage and effectiveness

Train and support educators

1. Organize digital materials

Digital materials should be organized and stored in a way that makes them easy to access and use. This can include using a file structure that is logical and easy to navigate, naming files consistently, and using metadata to tag and categorize materials.

2. Back up digital materials

Digital materials should be backed up regularly to prevent loss due to hardware failure, theft, or other disasters. This can be done using cloud storage, external hard drives, or other backup systems.

3. Update digital materials

Digital materials should be updated regularly to ensure that they are accurate, relevant, and up-to-date. This can include updating content, correcting errors, and revising materials based on feedback.

4. Control access to digital materials

Access to digital materials should be controlled to ensure that only authorized users can access them. This can be done using passwords, user accounts, and other access control mechanisms.

5. Manage copyright and licensing

Digital materials should be managed in compliance with copyright and licensing regulations. This can include obtaining permission to use copyrighted materials, using open educational resources, and licensing materials for reuse by others.

6. Monitor usage and effectiveness

Digital materials should be monitored to track usage and assess their effectiveness in achieving learning outcomes. This can include

tracking usage statistics, collecting feedback from learners, and conducting assessments to measure learning outcomes.

7. Train and support educators

Educators should be trained and supported in using digital materials effectively. This can include providing training on how to use digital materials, offering technical support, and providing resources and guidelines for using digital materials in teaching.

Overall, managing digital materials involves organizing, backing up, updating, controlling access to, managing copyright and licensing, monitoring usage and effectiveness, and training and supporting educators. By following these strategies, digital materials can be managed effectively and used to support high-quality teaching and learning.

4.7 LET'S SUM UP

Digital learning materials have become an integral part of modern education due to the increasing demand for Information Technology. These materials are designed to provide interactive, flexible, and engaging educational content in digital format, helping learners achieve their learning objectives and acquire new knowledge and skills. Digital materials can support various learning styles, facilitate self-paced learning, provide immediate feedback, and increase accessibility. Understanding the differences between digital and non-digital materials is essential for teachers to choose appropriate materials that align with their students' needs and desired learning outcomes. Effective use of digital materials requires careful planning, selection, and design to ensure learners' engagement, motivation, and achievement of learning outcomes. Moreover, in this unit strategies for using, managing and designing digital materials effectively in education have been discussed. These include organizing, backing up, updating, controlling access, managing copyright and licensing, monitoring usage and effectiveness, and training and supporting educators. Proper management of digital materials can support high-quality teaching and learning by making materials accessible, up-to-date, and effective in achieving learning outcomes.

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❖ Check Your Progress-2

Read each statement carefully and mark True and False.

1. Online quizzes and tests cannot provide immediate feedback to learners.
2. Web radio is a type of offline digital learning material.
3. Digital materials cannot be easily updated or revised.
4. Using multimedia elements is not an effective strategy for developing engaging digital materials.
5. MOOCs are only available to a limited number of learners.
6. Using passwords to control access to digital materials is not an effective strategy for managing them.
7. Digital images cannot be used to provide visualizations for learners.
8. Digital materials can be more engaging for learners than traditional materials.
9. Podcasts are a type of audio digital learning material.
10. Online textbooks and e-books are examples of offline digital learning materials.

❖ Check Your Progress-2

Rewrite the following sentences after filling in the blanks with suitable words selected from those given in brackets:

1. An e-book is an example of an offline _____ learning material.
2. Podcasts are a type of _____ digital learning material.
3. MOOCs stand for Massive Open Online _____.
4. Online quizzes and tests provide immediate _____ to learners.
5. Digital materials can be easily _____ and revised.
6. The use of multimedia elements is a strategy for developing engaging _____ materials.
7. A limitation of using web radio as a digital material is that it is only available at certain _____.
8. Digital images can be used to provide _____ for learners.
9. Using passwords to control access to digital materials is a strategy for _____ them.
10. One advantage of using digital materials in education is that they can be more _____ for learners than traditional materials.

❖ Check Your Progress-3

Answer the following questions briefly. [1-3 Sentences]

1. What is a MOOC?

2. What is an e-book?

3. What is the advantage of using digital materials in education?

4. What is a podcast?

5. What is an online quiz or test?

6. What is a digital image?

7. What is a recorded lecture?

8. What is a web radio?

9. What is a web 2.0 tool?

10. What is the advantage of using multimedia elements in digital materials?

❖ Check Your Progress-4

Complete the following statements by choosing the most correct option from the four alternatives given in each case:

1. What is a digital material?

- A. A material that can be accessed online
- B. A material that is stored on a computer
- C. A material that can be accessed offline
- D. A material that can only be accessed through a mobile device

2. Which of the following is an example of digital material?

- A. Printed textbook
- B. Audio cassette
- C. Online video
- D. Whiteboard

3. What is the advantage of using digital materials in education?

- A. They are cheaper than traditional materials
- B. They are more environmentally friendly
- C. They can be easily updated and revised
- D. They are more engaging for learners

4. What is a limitation of using digital materials?

- A. They are difficult to access
- B. They require specialized equipment
- C. They can be easily lost or damaged
- D. They are not compatible with all learning styles

5. Which of the following is a strategy for managing digital materials?

- A. Using only copyrighted materials
- B. Backing up materials once a year
- C. Updating materials every five years
- D. Controlling access to materials with passwords

6. What is a benefit of using online quizzes as a digital material?

- A. They are easy to create and distribute
- B. They are more interactive than traditional quizzes

- C. They provide immediate feedback to learners
 - D. All of the above
7. **What is a disadvantage of using podcasts as a digital material?**
 - A. They are not accessible to learners with hearing impairments
 - B. They require a high level of technical expertise to create
 - C. They are difficult to share and distribute
 - D. They are not interactive
 8. **Which of the following is a strategy for developing digital materials?**
 - A. Using only text-based materials
 - B. Incorporating multimedia elements
 - C. Creating materials without consideration for accessibility
 - D. Using copyrighted materials without permission
 9. **What is a benefit of using e-books as a digital material?**
 - A. They can be easily annotated and highlighted
 - B. They require a constant internet connection to access
 - C. They cannot be accessed on mobile devices
 - D. They are only available in print format
 10. **What is a limitation of using web radio as a digital material?**
 - A. It requires specialized equipment to access
 - B. It is only available at certain times
 - C. It is not interactive
 - D. It is not accessible to learners with visual impairments

❖ Check Your Progress-5

Write a short note on the following:

1. Strategies for developing, managing, and using digital materials in education
2. Online Digital Material
3. Mobile based Digital Learning Material
4. Offline Digital Learning Material

❖ Answers

Check Your Progress-1

Read each question carefully and mark True and False.

1. Online quizzes and tests cannot provide immediate feedback to learners. - **False**
2. Web radio is a type of offline digital learning material. - **False**
3. Digital materials cannot be easily updated or revised. - **False**
4. Using multimedia elements is not an effective strategy for developing engaging digital materials.-**False**
5. MOOCs are only available to a limited number of learners.- **False**

6. Using passwords to control access to digital materials is not an effective strategy for managing them. **False**
7. Digital images cannot be used to provide visualizations for learners.-**False**
8. Digital materials can be more engaging for learners than traditional materials. - **True**
9. Podcasts are a type of audio digital learning material.- **True**
10. Online textbooks and e-books are examples of offline digital learning materials.-**True**

❖ Check Your Progress-2

Rewrite the following sentences after filling in the banks with suitable words selected from those given in brackets:

1. An e-book is an example of an offline _____ learning material. **Digital**
2. Podcasts are a type of _____ digital learning material. **Audio**
3. MOOCs stand for Massive Open Online _____. **Courses**
4. Online quizzes and tests provide immediate _____ to learners. **Feedback**
5. Digital materials can be easily _____ and revised. **Updated**
6. The use of multimedia elements is a strategy for developing engaging _____ materials. **Digital**
7. A limitation of using web radio as a digital material is that it is only available at certain _____. **times**
8. Digital images can be used to provide _____ for learners. **visualizations**
9. Using passwords to control access to digital materials is a strategy for _____ them. **managing**
10. One advantage of using digital materials in education is that they can be more _____ for learners than traditional materials. **Engaging**

❖ Check Your Progress-3

Write a short question answer of the following:

1. MOOC stands for Massive Open Online Course. It is an online course that can be accessed by an unlimited number of learners.
2. An e-book is a digital version of a printed book that can be read on a computer, tablet, or e-reader device.
3. Digital materials can be more engaging for learners than traditional materials, and they can also be easily updated or revised.
4. A podcast is an audio program that can be downloaded or streamed online. It is often used as a form of digital learning material.

5. An online quiz or test is a digital learning material that allows learners to answer questions and receive immediate feedback on their performance.
6. A digital image is a picture or graphic that is created or stored in digital format. It can be used as a form of visual learning material.
7. A recorded lecture is a video or audio recording of a lecture or presentation. It can be used as a form of digital learning material.
8. Web radio is an online radio station that can be accessed through the internet. It can be used as a form of audio digital learning material.
9. Web 2.0 tools are web-based applications that allow users to create and share content online. They can be used as a form of collaborative digital learning material.
10. Multimedia elements can make digital materials more engaging and interactive for learners, which can help to improve learning outcomes.

❖ Check Your Progress-4

Complete the following statements by choosing the most correct option from the four alternatives given in each case:

1. What is a digital material?

- A. A material that can be accessed online
- B. A material that is stored on a computer**
- C. A material that can be accessed offline
- D. A material that can only be accessed through a mobile device

Answer: B

2. Which of the following is an example of digital material?

- A. Printed textbook
- B. Audio cassette
- C. Online video**
- D. Whiteboard

Answer: C

3. What is the advantage of using digital materials in education?

- A. They are cheaper than traditional materials
- B. They are more environmentally friendly
- C. They can be easily updated and revised**
- D. They are more engaging for learners

Answer: C

4. What is a limitation of using digital materials?

- A. They are difficult to access
- B. They require specialized equipment**
- C. They can be easily lost or damaged
- D. They are not compatible with all learning styles

Answer: B

5. Which of the following is a strategy for managing digital materials?

- A. Using only copyrighted materials
- B. Backing up materials once a year
- C. Updating materials every five years
- D. Controlling access to materials with passwords**

Answer: D

6. What is a benefit of using online quizzes as a digital material?

- A. They are easy to create and distribute
- B. They are more interactive than traditional quizzes
- C. They provide immediate feedback to learners
- D. All of the above**

Answer: D

7. What is a disadvantage of using podcasts as a digital material?

- A. They are not accessible to learners with hearing impairments**
- B. They require a high level of technical expertise to create
- C. They are difficult to share and distribute
- D. They are not interactive

Answer: A

8. Which of the following is a strategy for developing digital materials?

- A. Using only text-based materials
- B. Incorporating multimedia elements**
- C. Creating materials without consideration for accessibility
- D. Using copyrighted materials without permission

Answer: B

9. What is a benefit of using e-books as a digital material?

- A. They can be easily annotated and highlighted**
- B. They require a constant internet connection to access
- C. They cannot be accessed on mobile devices
- D. They are only available in print format

Answer: A

10. What is a limitation of using web radio as a digital material?

- A. It requires specialized equipment to access
- B. It is only available at certain times**
- C. It is not interactive
- D. It is not accessible to learners with visual impairments

Answer: B

❖ Check Your Progress-5

Write a short note on the following:

1. Strategies for developing, managing, and using digital materials in education

Answers: Refer the point no 6,7 and 8

2. Online Digital Material

Answers: Refer the point 5.1.1

3. Mobile based Digital Learning Material

Answers: Refer the point 5.1.3

4. Offline Digital Learning Material

Answers: Refer the point 5.1.2

:: STRUCTURE ::**5.0 Objectives****5.1 Introduction****5.2 Importance of Materials in English Language Teaching****5.3 Materials for Teaching Listening Skills****5.4 Materials for Teaching Speaking Skills****5.5 Materials for Teaching Reading Skills****5.6 Materials for Teaching Writing Skills****5.7 Selecting and Evaluating Materials****5.8 Creating and Adapting Materials****5.9 Integrating Materials into English Language Teaching****5.10 Let us Sum Up****❖ Check Your Progress****5.11 References**

5.0 OBJECTIVES

- To understand the importance of using appropriate materials in English language teaching for specific skills development.
- To explore various materials available for teaching specific skills, such as listening, speaking, reading, and writing.
- To identify criteria for selecting and evaluating materials for specific skills instruction.
- To provide practical strategies for integrating materials effectively into English language teaching.

- To enhance teachers' ability to create and adapt materials to meet the specific needs of their learners.

5.1 INTRODUCTION

In English language teaching, selecting appropriate materials is vital in promoting effective learning and skill development. Different language skills require specific materials that cater to learners' needs and engage them in meaningful language practice. This module aims to provide insights into selecting and utilizing materials for specific skills instruction, including listening, speaking, reading, and writing. It will also offer guidance on evaluating and creating materials to meet the diverse needs of learners.

5.2 IMPORTANCE OF MATERIALS IN ENGLISH LANGUAGE TEACHING

5.2.1 Role of Materials in language acquisition

Materials are crucial in language acquisition as they expose learners to authentic language use, contextually relevant content, and practice opportunities. Well-designed materials can help learners develop their language skills, build vocabulary, improve grammar, and enhance their communicative competence. An example of the role of materials in language acquisition is using authentic newspaper articles in an English language classroom. By providing learners with real newspaper articles, they are exposed to authentic language use, such as vocabulary, grammar structures, and discourse patterns, in a contextually relevant way. Learners can analyze and understand how language is used in news articles, enhancing their language skills and comprehension. This exposure to authentic materials helps bridge the gap between classroom learning and real-world language use, facilitating language acquisition and promoting a deeper understanding of the language.

5.2.2 Advantages of using appropriate materials for specific skills development

Using appropriate materials for specific skills development offers several advantages. Firstly, it helps learners engage with language purposefully and meaningfully, fostering active participation and motivation. Secondly, it exposes learners to various language forms and functions, enabling them to develop a broader linguistic repertoire. Thirdly, materials can offer valuable cultural insights and promote intercultural understanding. Lastly, using materials

effectively allows for differentiation, catering to learners' diverse needs, interests, and proficiency levels.

5.2.3 Impact of Materials on learner motivation and Engagement

Well-selected and well-designed materials have a significant impact on learner motivation and engagement. Authentic materials that reflect real-world contexts and topics of interest to learners can make language learning more relevant and engaging. Materials incorporating interactive and communicative tasks encourage active participation and foster a positive learning environment. Additionally, materials that cater to learners' individual needs and preferences promote a sense of ownership and autonomy, enhancing motivation and investment in the learning process.

By recognizing the role, advantages, and impact of materials in language acquisition, teachers can harness their potential to create effective and engaging learning experiences for their students.

5.3 MATERIALS FOR TEACHING LISTENING SKILLS

5.3.1 Authentic listening materials

Authentic listening materials refer to real-life language input, such as recordings of native speakers, podcasts, interviews, and speeches. These materials expose learners to natural language use, various accents, and different speech rates. They provide learners opportunities to develop listening comprehension skills, including understanding main ideas, supporting details, and implicit meaning. Authentic materials expose learners to authentic language features, such as idiomatic expressions, colloquialisms, and cultural references. Examples of such materials include but are not limited to TED talks, podcasts, news broadcasts, radio programs, interviews, documentaries, and speeches.

5.3.2 Preparing and adapting listening materials

Teachers can prepare and adapt listening materials to suit learners' needs and proficiency levels. This material can involve selecting specific segments from authentic materials, transcribing and simplifying them, and creating accompanying comprehension questions or activities. Teachers can also modify the difficulty level of listening tasks by adjusting the audio speed, providing pre-listening activities, or offering visual aids to support understanding.

5.3.3 Incorporating listening tasks and activities

Listening tasks and activities are essential for promoting active engagement and comprehension. These can include multiple-choice questions, gap-filling exercises, note-taking practice, summarizing or paraphrasing activities, and discussions based on the listening material. Teachers can design tasks focusing on specific listening sub-skills, such as identifying specific information, recognizing the speaker's attitude or opinion, or predicting outcomes.

5.3.4 Integrating Technology in listening skills instruction

Technology offers various resources and tools to enhance listening skills instruction. Teachers can utilize online platforms, audio and video recordings, interactive exercises, and online discussion forums to provide learners with additional listening practice. Technology also allows for self-paced learning, as learners can access listening materials anytime and anywhere, enabling personalized and independent practice.

By incorporating authentic materials, preparing and adapting resources, designing engaging tasks, and integrating technology, teachers can create practical listening lessons that develop learners' listening comprehension skills and promote their overall language proficiency.

5.4 MATERIALS FOR TEACHING SPEAKING SKILLS

5.4.1 Oral communication activities and tasks

Materials for teaching speaking skills should provide learners with ample opportunities for oral communication practice. This resource can include role-plays, discussions, debates, presentations, and simulations. These activities allow learners to engage in real-life communicative situations, express their thoughts and opinions, and develop fluency, accuracy, and confidence in speaking.

5.4.2 Role plays and simulations

Role plays, and simulations involve learners assuming different roles or characters in simulated real-life situations. These materials encourage learners to use the target language in context, apply language functions, and practice speaking in various social and professional contexts. Role plays, and simulations can focus on specific topics, such as job interviews, restaurant interactions, or

negotiations, and provide learners with opportunities to develop their speaking skills through authentic and meaningful language use.

5.4.3 Visual aids and real-life materials

Visual aids, such as pictures, charts, maps, and videos, can be valuable materials for teaching speaking skills. They help learners generate ideas, provide context for discussion, and support their oral communication. Real-life materials, such as newspaper articles, advertisements, or brochures, can also prompt speaking activities, allowing learners to discuss current events, analyze persuasive techniques, or present information.

5.4.4 Task-based language teaching and project work

Task-based language teaching (TBLT) and project work are practical approaches to developing speaking skills. TBLT involves designing tasks that require learners to collaborate, problem-solve, and communicate in the target language. These tasks include planning a trip, conducting interviews, or organizing an event. Project work involves learners working on an extended project that involves research, planning, and presenting information, allowing for authentic and sustained speaking practice.

By incorporating oral communication activities, utilizing role plays and simulations, utilizing visual aids and real-life materials, and implementing task-based language teaching and project work, teachers can create a dynamic and interactive learning environment that enhances learners' speaking skills and promotes effective oral communication in English.

5.5 MATERIALS FOR TEACHING READING SKILLS

5.5.1 Authentic and graded reading materials

Authentic reading materials, such as newspaper articles, short stories, online blogs, and magazine excerpts, expose learners to real-world language use and diverse text types. These materials allow learners to develop reading comprehension skills, expand their vocabulary, and enhance their understanding of cultural aspects embedded in the texts. On the other hand, Graded reading materials are specifically designed for learners at different proficiency levels, offering scaffolded support and gradually increasing difficulty to aid comprehension.

5.5.2 Comprehension exercises and tasks

Comprehension exercises and tasks are essential for developing reading skills. These include multiple-choice questions, true or false statements, identifying main ideas, supporting details, inferences, and summarizing or paraphrasing the text. Additionally, scanning for specific information, predicting outcomes, and analyzing text structure can enhance learners' reading abilities and promote a deeper understanding of the text.

5.5.3 Developing vocabulary through reading

Reading materials provide rich contexts for vocabulary acquisition. Learners encounter new words, expressions, and idiomatic language while reading, expanding their lexical knowledge. Teachers can incorporate vocabulary-building activities such as word mapping, word association, context-based guessing, and word families to help learners understand and retain new vocabulary encountered in the reading texts.

5.5.4 Utilizing Visual and multimedia resources

Visual and multimedia resources can enhance reading materials and engage learners. Teachers can incorporate images, illustrations, charts, graphs, or videos that complement the reading texts. These visuals provide visual support, aid comprehension, and stimulate discussion. Multimedia resources, such as audio recordings, interactive online platforms, or e-books, can further enrich the reading experience and offer opportunities for multi-modal learning.

Teachers can create practical reading lessons by providing authentic and graded reading materials, designing comprehension exercises and tasks, integrating vocabulary development strategies, and utilizing visual and multimedia resources to promote learners' reading comprehension, vocabulary acquisition, and overall language proficiency.

5.6 MATERIALS FOR TEACHING WRITING SKILLS

5.6.1 Writing Prompts and Topics

Writing prompts and topics are essential for teaching writing skills as they provide learners with specific ideas or questions to respond to in their writing. Prompts can be open-ended or focused on a particular theme or genre. They serve as a starting point for learners to generate

ideas and structure their writing. Well-designed prompts encourage critical thinking, creativity, and the development of writing skills.

5.6.2 Genre-specific materials

Genre-specific materials refer to resources focusing on specific writing genres, such as narratives, descriptive essays, argumentative essays, letters, or reports. These materials provide learners with models and guidelines for organizing and structuring their writing based on the conventions of the particular genre. They help learners understand the purpose, audience, and language features of different writing genres, enabling them to develop their writing skills in a targeted and effective manner.

5.6.3 Peer Feedback and collaborative writing

The peer feedback and collaborative writing activities involve learners providing feedback and support to one another during the writing process. Materials for peer feedback can include guidelines, rubrics, or checklists to help learners provide constructive feedback on content, organization, language use, and mechanics. Collaborative writing materials can involve group projects, co-authoring tasks, or editing and revising activities. These materials promote interaction, cooperation, and the development of critical thinking and communication skills.

5.6.4 Incorporating Technology into writing instruction

Technology can significantly enhance writing instruction by providing various tools and resources. Materials can include online writing platforms, word processing software, grammar and spell-check tools, online dictionaries, and interactive writing exercises. Technology allows learners to practice writing, receive instant feedback, and engage in self-paced learning. It also offers opportunities for multimedia integration, allowing learners to incorporate visuals, audio, and hyperlinks into their writing.

By utilizing writing prompts and topics, genre-specific materials, peer feedback, collaborative writing activities, and incorporating technology, teachers can create compelling materials that support learners' development of writing skills, foster creativity and critical thinking, and provide opportunities for collaboration and self-expression.

❖ Check Your Progress –1

Q1. Differentiate between materials for listening and reading with examples.

Q2. Differentiate between materials for speaking and writing with examples.

5.7 SELECTING AND EVALUATING MATERIALS

5.7.1 Criteria for selecting materials for specific skills

When selecting materials for specific skills, teachers should consider various criteria. These criteria may include alignment with learning objectives, authenticity, appropriateness for the target age group, relevance to learners' interests and needs, cultural sensitivity, level of challenge, and variety of skill practice opportunities. Additionally, teachers should ensure the materials are well-organized, visually appealing, and engaging to maintain learners' interest and motivation.

5.7.2 Evaluating the Authenticity and Relevance of Materials

Teachers should evaluate whether the materials provide learners with exposure to genuine language, authentic texts, and culturally relevant content. Authenticity refers to the degree to which materials reflect real-world language use. Authentic materials enable learners to develop language skills in meaningful contexts and enhance their intercultural understanding. Relevance refers to how materials align with learners' interests, goals, and needs. Selecting materials that resonate with learners and reflect their personal and academic experiences is crucial.

5.7.3 Considering learner needs and proficiency levels

Teachers must consider learners' needs and proficiency levels when selecting materials. Materials should be appropriate for the learners'

age, language proficiency, and cognitive development. It is essential to choose materials that provide a balance between challenging and achievable tasks. Differentiated materials may be necessary to cater to learners' diverse learning styles, strengths, and weaknesses. Considering individual needs ensures that materials support learners' progress and foster a positive learning experience.

5.7.4 Adapting and supplementing existing materials

Adapting and supplementing existing materials is often necessary to meet the specific needs of learners. Adapting materials allows for differentiation and ensures accessibility for learners with varying proficiency levels. Teachers can modify materials by simplifying or expanding texts, adjusting language difficulty, or providing additional explanations or examples. Supplementing materials involves incorporating supplementary resources, such as authentic texts, multimedia materials, or interactive exercises, to provide further practice and enrichment.

By applying selection criteria, evaluating authenticity and relevance, considering learner needs and proficiency levels, and adapting or supplementing materials, teachers can ensure that the materials used in English language teaching effectively support learners' development and facilitate their language learning journey.

5.8 CREATING AND ADAPTING MATERIALS

5.8.1 Designing materials to suit learner objectives

When creating materials, it is essential to align them with the specific objectives of the learners. Teachers should consider their students' language skills, areas of focus, and learning goals. Materials should provide opportunities for learners to practice and develop the targeted language skills and address their specific needs. By designing materials that align with learner objectives, teachers can ensure that the materials are relevant, meaningful, and effective for language learning.

5.8.2 Incorporating learner-centered activities

Learner-centered activities put the learners at the center of the learning process and actively engage them in their learning. Learner-centered activities include problem-solving tasks, project-based learning, discussions, and reflective exercises. Materials should include activities that encourage learners to take ownership of their learning, promote critical thinking, and foster collaboration and

interaction. By incorporating such activities, materials become more engaging and empower learners to participate in their language development actively.

5.8.3 Adapting existing materials to match learners' interests and needs

Adapting existing materials is essential to meet learners' specific interests and needs. Teachers personalize materials to make them more relatable and meaningful to learners, promoting motivation and deeper learning. Teachers can modify existing materials by adding or replacing examples, topics, or texts that resonate with learners' interests or reflect their cultural backgrounds. Adapting materials can also involve adjusting the difficulty level, providing additional support or challenges, or incorporating multimedia elements to enhance engagement.

5.8.4 Incorporating cultural elements into Materials

In a multicultural classroom, it is essential to incorporate cultural elements in materials to promote inclusivity and intercultural understanding. Teachers can include texts, images, or examples representing diverse cultures, traditions, and perspectives. This cultural resource can help learners develop cultural awareness, empathy, and respect. By incorporating cultural elements, materials become more relevant and reflective of the global nature of English language learning, fostering a positive and inclusive learning environment.

Teachers can create engaging, relevant, and inclusive materials by designing materials that align with learner objectives, incorporating learner-centered activities, adapting materials to match learners' interests and needs, and incorporating cultural elements. These materials enhance learners' motivation, facilitate language learning, and promote intercultural competence.

5.9 INTEGRATING MATERIALS INTO ENGLISH LANGUAGE TEACHING

5.9.1 Lesson planning with materials

Integrating materials into lesson planning involves selecting and organizing materials to align with the learning objectives, content, and language skills to be taught. Teachers should consider the progression of skills, the sequencing of activities, and the overall flow of the lesson. Materials should be used strategically to introduce, practice,

and consolidate language concepts. Lesson planning with materials ensures coherence, effectiveness, and engagement in the teaching and learning process.

5.9.2 Sequencing and scaffolding materials

Sequencing and scaffolding materials help learners build on prior knowledge, develop skills incrementally, and succeed in language learning. Sequencing refers to the logical order in which materials and activities are presented within a lesson or a unit. It involves considering the learners' progression from simpler to more complex tasks and providing a gradual increase in challenge. Scaffolding, conversely, involves providing support and guidance to learners as they engage with materials. Teachers can scaffold materials by breaking down tasks, providing examples or templates, and offering prompts or guiding questions.

5.9.3 Balancing materials with other teaching resources

While materials play a crucial role in language teaching, it is vital to strike a balance by incorporating other teaching resources and techniques. Teachers can supplement materials with authentic resources, such as real-life materials, videos, or online resources, to provide a broader context and expose learners to diverse language use. Additionally, incorporating teacher-generated materials, interactive activities, games, or multimedia resources can enhance engagement and cater to different learning styles. Balancing materials with other resources ensure a varied and dynamic learning experience.

5.9.4 Encouraging learner autonomy and critical thinking

Integrating materials should promote learner autonomy and critical thinking. Materials should include opportunities for learners to make choices, set goals, reflect on their learning, and take ownership of their language development. Teachers can encourage learners to actively engage with materials, analyze information, and apply knowledge in authentic contexts. By fostering learner autonomy and critical thinking, materials become tools for empowering learners, promoting deeper learning, and equipping them with lifelong skills.

Teachers create a rich and meaningful learning environment by effectively integrating materials into English language teaching through lesson planning, sequencing and scaffolding, balancing with other resources, and promoting learner autonomy and critical thinking. Integrated materials support learners' language acquisition,

engage their cognitive abilities, and foster their motivation and self-directed learning skills.

5.10 LET US SUM UP

This module has explored the significance of using appropriate materials for teaching specific skills in English language instruction. It has discussed various materials available for listening, speaking, reading, and writing skills development. Additionally, it has provided guidelines for selecting, evaluating, and adapting materials to meet learners' needs. By integrating these materials effectively, teachers can create engaging and meaningful language learning experiences that facilitate skill acquisition and promote learner autonomy.

❖ Check Your Progress

Q1. Which of the following is an advantage of using appropriate materials for specific skills development?

- a) Increased learner motivation
- b) Enhanced cultural understanding
- c) Catering to diverse needs
- d) All of the above

Q2. Which type of material is most suitable for developing speaking skills?

- a) Dialogues and role plays
- b) Reading comprehension passages
- c) Grammar exercises
- d) Vocabulary flashcards

Q3. Which of the following is a role of materials in language acquisition?

- a) Exposing learners to authentic language use
- b) Offering practice opportunities
- c) Providing contextually relevant content
- d) All of the above

Q4. Which authentic listening material can help learners improve their listening comprehension skills?

- a) TED Talks
- b) Role plays
- c) Grammar exercises
- d) Vocabulary flashcards

Q5. What advantage do appropriate materials offer in terms of intercultural understanding?

- a) Exposure to different language forms and functions
- b) Increased learner engagement
- c) Providing cultural insights
- d) All of the above

Q6. Which of the following is an example of an authentic listening material?

- a) Podcasts
- b) Fill-in-the-blank exercises
- c) Textbook dialogues
- d) Vocabulary lists

Q7. Authentic materials in language learning refer to materials that reflect real-world language use.

- a) True
- b) False

Q8. Differentiated materials can be used to cater to learners' diverse needs, interests, and proficiency levels.

- a) True
- b) False

Q9. Well-designed materials can enhance learner motivation and engagement.

- a) True
- b) False

Q10. Authentic materials in language learning can help bridge the gap between classroom learning and real-world language use.

- a) True
- b) False

Answers – 1-d, 2-a, 3-d, 4-a, 5-d, 6-a, 7-True, 8-True, 9-True, 10-True

Q11. What are the elements for selecting and evaluating language learning materials?

Q12. Discuss the elements a teacher should consider while creating or adapting materials for teaching language skills.

5.11 REFERENCES

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:: STRUCTURE ::**6.0 Objectives****6.1 Introduction****6.2 Teaching English to young learners****6.3 Teaching English to adolescents****6.4 Language learning as a self-learning tool**

6.0 OBJECTIVES

In this unit, the learner learns the practical approach to learning language.

- They will get information of cognitive learning and its strategies to be utilised differently.
- They will understand and implement it to learn other topics of language.
- They will get a description of the psychological approach to language learning.
- Teaching English as a second language to young learners is a challenging thing.
- Extending the translation method and focussing on psychology of language education
- Young learners, adolescents and self-learning vernacular methods of learning.
- The learners get command and control over the English language.
- Communication in English at large
- They will know the culture and way of life
- The way of thinking and way of communication

6.1 INTRODUCTION

Language is a main instrument for learning to think and evolve over all. The Environment of language makes an impact on learning the

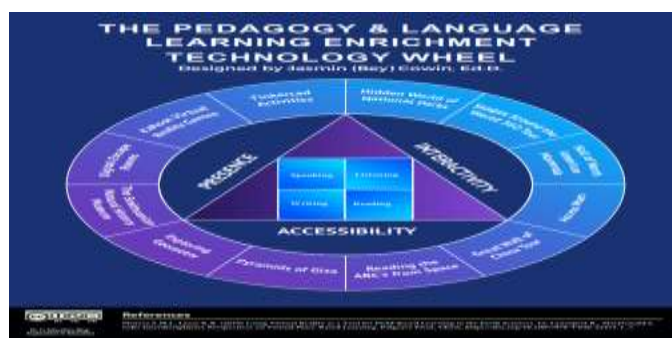
vocabulary faster with more speed and vigilance. Language learning depends basically on four skills, listening, speaking, reading and writing. These skills play a prudential role in teaching languages with various techniques. Learning of the language with any method is known as approach of the language to learn it excessively. There are different kinds of language aspects and it could be learnt with vernacular approaches. In short, the method or tool of learning the language is known as the approach of the language. The language approaches of language are Grammar Translation method, Structural approach and Communicative approach. The approaches are the stepping stones to implement difficult parts of the language. Language learning fundamentally deals with the cognitive learning ability of the human mind. Human beings are psychologically inclined to learn anything that comes under their psychological context. The human brain intends to work under this process of language learning. Here, the language related assumption of Penny Ur in the book *A Course in Language Teaching from Cambridge University Press* must be quoted as,

Learning may take place without conscious teaching; but teaching, as I understand it, is intended to result in personal learning for students and is worthless if it does not do so. In other words, the concept of teaching is understood here as a process that is intrinsically and inseparably bound up with learning. Therefore you will find no separate discussion of language learning in this book; instead, both the content and process of the various modules consistently require the reader to study the problems, needs and strategies as a necessary basis for the formulation of effective teaching practice and theory.

Second, it is necessary to distinguish between ‘teaching’ and ‘methodology’. The Foreign language teaching methodology can be defined as ‘the activities, tasks, and learning experiences used by the teacher within the [language] teaching and learning process (Richards, 1990:35) Any particular methodology usually has a theoretical underpinning that should cause coherence and consistency in the choice of teaching procedures. However Foreign language teaching although it naturally includes methodology, has other important components such as lesson planning, classroom discipline and the provision of interest- topics that are relevant and important to teachers of all subjects. Therefore such topics are included in this book as well as more conventional methodology-based ones such as ‘teaching reading’.

Basically, second language teaching is the process of learning with efforts. It is a matter of language acquisition. And to acquire anything,

one needs to pursue it with exhaustive practices. The above paragraph denotes that second language learning is an important task of lesson planning, classroom teaching, and disciplinary teaching means teaching English with certain particular approaches like the structural or grammar translation method or the situational approach. Language is a tool of communication. It is used to send messages. We need something to do communication. And that tool or medium is language. The words are the instruments to pass the language as the level of teaching is done with words.



(Language: Diagrams: RLZ;google.com)

Look at this image, it shows different wheels of machines. The language in mind of a human being works like a machine itself. Let us understand this with certain examples. For example, each word requires language. E.g.

She learns French every day.

Fridays.

They learn French on

These examples show that language is learnt by understanding certain structures. The language works in a certain set of patterns and model structures. Although it is accepted by all that language is the most flexible tool of communication. That is why language passes from generation to generation. Each language requires some communicative gestures. Animals, birds and plants require a communicative element because they have no language. Thus the picture and the image here display that language also works mechanically like machines.

Teachers can implement certain psychological strategies for teaching the teachers for the teaching of second language. Psychologically it is observed that growth mind set, learning ability, grasping power all these are interconnected with the mind of the learner. The learners must be inquisitive enough to learn everything and adapt everything early. Interest is a prerequisite to adapt any language. Of course, the role is the most important in the process of learning and teaching. Language education has three prior rules of psychology. Competence,

connectedness and control are the fundamental necessities for the psychology of language education. One has to observe the key areas of educational and social psychology from which the psychology of language education comes out. **Sarah Mercer** is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head and Professor of ELT methodology at the University in Austria. Her research interests include all aspects of psychology that surround the experience of learning foreign language learning experience. She is the author, co-author and co-editor of several books in this area including, '*Psychology for Language Learning*'.

All elements of language include a communicative mechanism. That communication depends on the regional atmosphere. First of all, one must understand what cognitive learning/ Cognition is the known learning of everything. It is a learning process and one has to put a positive effort into it. The efforts depend on preconceived knowledge which is known as (known knowledge of previous things). The second language depends on preconceived knowledge. How does this work! We can understand cognitive learning, preconceived knowledge and language acquisition through L-S-R-W. So, therefore, let us learn L-S-R-W extensively.

- Listening skill: The mind and psyche are very much affected by hearing skills. Both listening and hearing are psychological activities. Hearing is more affected by physical activity. And listening is much more effective mentally. Listening is a mental activity. It tries to have the habit of listening to news that is delivered in English. The television news, audio news is more effective news for listeners. Even pictures (movies) are necessary in the language used for interaction and communication.
- Speaking skill: It tries to use English for the communication. It tries to communicate in regular everyday activities. It tries to make a habit of communication with known and even unknown persons.
- Reading: Every day for learning purpose the language instructor has to make a habit to the learners to read every day and read four to five pages every day. Start with easy reading of books and children and try to sing poems which are easy and nursery rhymes like jingles, poetry, etc.
- Writing skill: Every day assign assignments to write the daily activity or a day you have passed in your daily diary. Keep a diary of writing composition paragraphs.

6.2 TEACHING ENGLISH TO YOUNG LEARNERS

The young learners are considered to be between 7 to 20 years. We can teach these young learners the English language with a structural approach.

The day to day events should be applied in different structures of the language and linguistic terms like phrasal structures, adverbials, auxiliaries, lexical semantics and lexicography and can be taught to learners. Language can be acquired through songs along with rhythm. One can recite the songs along with the teachers. There is a need for interdiscussion in the groups. Teachers should be in the initial stage. The students are asked to do the same and recite reciprocally or after the teachers. These practices seem simple but actually they are very natural and necessary for language acquisition. Certain practices are necessary in the peer group to identify learning and practicing at the same time peer groups provide 'the learn and fun' kind of fervor. Learners are more free and liberal when they are in their peer groups.

6.3 TEACHING ENGLISH TO ADOLESCENTS

This particular period is a highly sensitive group of 12 to 16 years. They are sensitive, emotionally very cautious and excited even due to physiological changes in their overall physical growth. They are a very vulnerable group of learners. They can be taught the second language excessively in groups. They could be given topics of language reading material and ask them to present it to the people, boys, girls and they can be asked questions if they can follow it irrespectively about age and time factor. School teachers, students, students on trip or tour, students in group discussion, all these are the situations through which language can be accessed by the vernacular groups and implemented to the related age groups. The learners should be made aware of daily needs and necessities of particular vocabulary for the usage of day to day situational activities.

They can be provided with cluster of dialogues or slots of various situations like to the market, to the shopping mall, a visit to a doctor, the talk with the Principal of the school, these kind of situational dialogue writing or speaking modules help the students to learn English effectively.

6.4 LANGUAGE LEARNING AS A SELF-LEARNING TOOL

Language learning is in fact, a self-learning tool. Because most likely any learning is exactly the result of one's conscious efforts. Radio, television, listening news, singing rhymes, poems, all these are self-effacing efforts one can do to acquire the language. One can even try and read the children books picture stories and magazines like safari and champak, Aladdin, or Sindbad the sailor. One can try to communicate with the same age group. Self-learning is an important step towards language learning.

The important observation is found from the book of “*Alive to Language*” *Perspectives on Language Awareness for English language teachers* in which it is found that teaching listening concerns listening in real life, listening in the classroom, learning problems, types of activities, adaptation activities, etc. Teaching speaking deals with successful oral fluency practice, functions of topic and task, discussion activities, other kinds of spoken interaction, role play and related techniques, oral testing etc. Teaching reading deals with how we read, the beginning reading, types of reading activities, improving reading skills, advanced reading, etc. are mentioned. Teaching writing deals with written versus spoken text, teaching procedures, tasks that stimulate writing, the process of composition, giving feedback on writing all these are the topics of writing skill development.

:: STRUCTURE ::**7.0 Objectives****7.1 Introduction****7.2 The activities of Language learning****7.3 Certain techniques of ELT for young learners**

7.0 OBJECTIVES

Explain the reasons for teaching English as a foreign (EFL) language at early ages.

Use effective approaches and techniques appropriate for young learners in the EFL classroom.

Develop appropriate activities to teach vocabulary, grammar, and the four skills listening, speaking, reading, and writing to young EFL learners.

Describe your learning environment and develop a lesson for young EFL learners in your context.

Apply best practices for TEYL to local context through a classroom observation of a peer.

Develop TEYL by participating in an international online learning community and preparing an action plan or training plan to share your new knowledge and skills with other TEYL professionals in their local community.

The psychology of language learning: Teaching English to young learners

Young learners are considered to be between 7 to 20 years.

We can teach these young learners the English language with a structural approach.

7.1 INTRODUCTION

Teaching English is the Herculean task for those who are unaware of teaching language with certain strategic approaches. Language teaching is a burden for them. Actually, language can be taught with a fun and learn kind of approach when target learners are young. There are certain specific strategies through which language can be easily taught to them. For this, first of all one needs to teach the language in accordance with the L-S-R-W skills.

Turn lessons into songs. ...

Create visual diagrams to illustrate new vocabulary. ...

Encourage mnemonic devices to memorize grammar rules. ...

Weaves in spontaneous or consistent dialogues throughout the lesson.

Break up solitary study sessions with games. ...

Review vocabulary through role-playing

Teaching English to young learners is the task to mold the ignorant and most oblivious personalities with a certain special care and support.

Here are different techniques displayed through which one can implement teaching exclusively to the students, and that is very much useful even. The very first stage is to initially deal with the students with the visual aids and maximum teaching aids like colors, numbers, pictures, charts, maps, colorful toys and varieties of things. Let us discuss them one by one.

- Give them the fullest of time to learn and like;

The very first condition of any learning is that one must like to learn that subject. If the learner likes the subject, he gets interest and thus he will have much more time to provide them with learning and unlearning. First, they can have simple learning sessions of day to day activities of learning English including writing and reading even. Small lesson books available for the purpose of teaching English to children and school children. Learning language is a fun and learn type of activity. So, it could be arranged and started in the holidays of festivals or summer vacations and you can arrange them. It happens that many people would like their children English at home and they have to encourage them vehemently because and as they are encouraged much more they would be accustomed to learning for one or two hours on regular basis. Because language learning conditions the regularity of practices, and thus it happens this way to speak

English in their own time. Two hours is sufficient for any enthusiastic learner of language. And language requires a practice every day.

The activities of Language learning:

- Learn and have fun: Playing games like word game, spelling game, movie game, song game or story making games, Dum Shera, housie of words, quiz games, Antankshari of English songs or poetry, games of doing actions and all.
- Action games – for example, John says hello good day , What's the time Mr Rakesh?
- Board Games- Snakes and ladders, other traditional games
- Word games, e.g. I spy, Hangman
- Online games – you could finish your English time with many more games of different kinds.
- Situational approach to teaching English to young learners:
- The advantage of teaching English at home is that you can use everyday situations and real objects around the house to practice the language naturally and in context. For example, talk about clothes when your child is getting dressed, or

When you are sorting laundry, Let us put on your blue socks or Let`s have the Dad`s T-shirt.)

Or, teach food, kitchen utensils and grocery vocabulary with different situational context and that one can utilize in any situation.

- Using stories and storytelling techniques: Generally, it is found that story telling is the common activity. People used to tell the stories to their young children. There can be the usage of storytelling with the help of the technique of short chunks. One can tell the story in chunks and after the half story is over the learners may try to finish it by themselves.
- Flash-cards: The flash cards are the best techniques to teach language and introducing new topics to them. It is an important and standard way to elaborate the way they can handle and get the students to take interest even. Therefore, this is the best way to teach any unknown topic to the students.
- Songs are the most effective way to learn new words and improve pronunciation. Songs with actions are particularly good

for very young children as they are able to join in even if they are not yet able to sing the song. The actions often demonstrate the meaning of the words in the song. And the songs and actions provide the practices of language learning and teaching, as well as sound and pronunciation and speech even. There are many fun animated songs about learning and language teaching to children.

- Teaching of grammar, parts of speech and explicitly the different grammatical structures. For older children, you can use the grammar named Wren and Martin or Quirk, R. & Greenbaum, S. (1973). *A University of Grammar of English*. London: Longman. Videos, quizzes and games help kids to learn in a fun, relaxed way. It can be very useful for older children to teach their siblings or other family members. First the learners must be taught with
 - Names of fruits
 - Vegetables
 - Vehicles
 - Goods of kitchen
 - numbers (1–10; 10–20; 20–100)
 - colours
 - adjectives (e.g., big, small, tall, happy, sad, tired)
 - The body
 - toys
 - clothes
 - animals (e.g., pets, farm animals, wild animals)
 - birds
 - flowers

Obviously, the students cannot pick and choose what they want to learn in every lesson. But incorporating choice into your learning can make teenagers more proactive students. For example, if you set a writing task, give your students a few suitable options to choose from. This gives teens control over their work.

L-S-R-W Purpose:

Make the learners to listen carefully to the recording of text one more than once with your book closed and read through the text in your book, then listen again to the book open and do involve the students

and practice regularly. Make it a habit to read the practice sessions loudly and listen carefully to the recorded pronunciation exercises. Turn to the pronunciation exercises in the book and study the printed words. Listen to the basic recording exercises and complete it again. Play the Drills recordings.

Begin each drill with two examples with model student responses and listen to these carefully, then speak the series of response lines by yourself and in the pauses. Practise giving the responses until you are satisfied with your performance both with what you say and the way you say it. Study all the words and vocabulary. Listen to the examples with student responses for drill exercises. Create new drill exercises. Play through the recordings once more, pausing when you do not understand or fail to repeat accurately, and playing the section again. Reading the exercises carefully through each of the sections in the book once more and repeat in detail any sections of the program that you did not carry out well the first time.

What kinds of difficulties do English-speaking children have with their mother tongue?

Children offer a fascinating view of how language is learnt and acquired, whatever language they are learning. The data contained in studies of child language acquisition are often revealing about the processes of learning the rules of language use. It shows how difficult it can be to actively teach children English grammar or syntactic rules.

See the examples

Child: Nobody don't like me

Mother: No, say nobody likes me."

(eight repetitions of this dialogue)

Mother: No, now listen carefully: say nobody likes me."

Child: Oh! Nobody likes me.

The illustrations in these examples come from David Crystal's book *Listen to your Child*, a highly readable account of how English-speaking children acquire language. Crystal uses his own knowledge of language to encourage others to explore what happens as a child's grammar is developing, although this development is by no means uniform. His examples show some typical errors made by children aged two to four years; they also illustrate the fact that children can do several mistakes if not learn the Grammar in a systematic way.

Certain techniques of ELT for young learners:

- Teaching English to young learners (TEYL) is designed to introduce you to the theory and practice of teaching English as a foreign language (EFL) to young learners aged 3-10 years.
 - Through engaging videos and practical readings, you will explore approaches for teaching English to children that are not only effective, but also fun and engaging.
 - You will learn techniques to teach new vocabulary and grammar that encourage student participation. In addition, you will gain new ideas for teaching listening, speaking, reading and writing in a meaningful context.
 - Through learner centered activities and group discussions, you will have many opportunities to share ideas with peers and apply course content to your learning environment. Get ready to learn about TEYL and be part of an international learning community with teachers around the world!
- ❖ 9 ways to teach English to children strategies (actions) to teach English to children:---



(Language teaching activity image: google.com)

- The day to day events should be applied in different structures of the language and linguistic terms like phrasal structures, adverbials, auxiliaries, lexical semantics and lexicography and can be taught to learners.
- Language can be acquired through songs along with rhythm. One can recite the songs along with the teachers.
- There is a need for interdiscussion in the groups. Teachers should be in the initial stage.

- The students are asked to do the same and recite reciprocally or after the teachers.
- These practices seem simple but actually they are very natural and necessary for language acquisition.
- Certain practices are necessary in the peer group to identify learning and practicing at the same time, peer groups provide 'the learn and fun' kind of fervor.
- Learners are more free and liberal when they are in their peer groups.
- Significant : Find a niche to teach English through which particular platform
- Having the different tools and applications,
- The learner to focus more on the lesson, bringing the child's attention on to what is happening in the class.
- This is really empowering for young learners.
- Some tips when teaching young learners:
- The learner needs to learn in a quiet space,
- don't allow other devices, communicate with them , Getting learners
- use their own environment for learning props and be flexible with the lesson.
- When starting with a new child, offer a trial lesson with the present.

Word of mouth plays a major role:--

- Word of mouth is most effective: Two teachers' discussion or learners are given the task of interdiscussion.
- Section planning (Off2Class)
- a database of lesson plans that you can use online/offline through sharing screen or through students and teacher logins.
- It was created to eliminate the amount of preparation time for online teachers, with lessons being effective for 80% of the students 80% of the time.
- Here is an example of a lesson:

Table 2.1: Common teaching techniques and associated problems

Teaching techniques	Teaching problems
Singing a song	Learners lacked of self confidence Learners shouted and moved too much when singing
Playing games	Learners lost controlled when playing the games Learners misunderstood about the games rules
Presentation, Practice and Production (PPP)	Learners were less focused on teachers' presentation Teachers were difficult to explain the lesson material
Drilling Spelling words	Learners did not know in spelling the words
Demonstration	Teachers failed in their science experiment (science class) Learners got difficulties in understanding the teacher explanation (science class) Learners got difficulties in practicing the teacher instructions (made art and craft)
Story telling	Learners did not understand the story
Reading aloud	Learners did not know to read the word or sentences
Dictation	Learners did not know to write the word or sentences

- You can see the lesson notes on the left hand side and the slides on the right. When a learner is logged in, they do not see the lesson notes, but as you move through the lesson, their screen will show the slide that you are currently on.
- As you saw in the chart there are lot of materials in the slide through which you can involve the learners for language learning
- a variety of ESL students, young learners, adults and adolescents in one-on-one and group settings. [Off2Class](#) (lesson plan content for ESL teachers) is important to provide lesson content resources aimed at teachers running their own private tutorials.
- The basics are as follows.
- Turn lessons into songs. ...
- Create visual diagrams to illustrate new vocabulary. ...
- Encourage mnemonic devices to memorise grammar rules. ...
- like acronyms, chunking, and rhymes — work by tapping into how the brain naturally stores data, the usages and practices of tongue twister and their games,
- acronyms and acrostics
- association
- chunking
- method = “Loci” is the Latin term that means “places” or “locations”
- songs and rhymes
- Weaves in spontaneous or consistent dialogues throughout the lesson. ...
- Break up solitary study sessions with games. ...

- Review vocabulary through role-playing
- Here is the image of English for young learners

<p>1. Greetings</p> <p>A: Hey, Hello _____.</p> <p>B: Hi, how are you?</p> <p>A: I'm fine and you?</p> <p>B: I'm super, thank you!</p> <p>A: What grade are you in this year?</p> <p>B: I'm in grade _____.</p> <p>A: Do you have nice teachers?</p> <p>B: Yes, they are nice. I like school this year.</p> <p>A: Do you have good grades?</p> <p>B: Yes, I'm doing well this year. What about you?</p> <p>A: I have good results in Math, but I have a little difficulty in French.</p> <p>B: Oh, I usually have better results in French than in Math.</p> <p>A: What about friends?</p> <p>B: I have a new friend. She is a new student.</p> <p>A: Oh, that's wonderful! What's her name?</p> <p>B: Her name is Kim. She comes from Ontario. She speaks English.</p> <p>A: That's cool! You can practice your English.</p> <p>B: Yes, we talk in English all the time because she can't speak French.</p>	<p>2. Last Weekend</p> <p>A: What did you do last weekend?</p> <p>B: On Saturday, I went swimming.</p> <p>A: Where did you go swimming?</p> <p>B: I went to the pool in _____.</p> <p>A: Where there a lot of people?</p> <p>B: About twenty. I saw Fred and Pam.</p> <p>A: Oh, you must have had fun!</p> <p>B: Yes, we played Tag in the water. And you, what did you do?</p> <p>A: Friday night, I went to see a movie.</p> <p>B: Which movie did you see?</p> <p>A: I watched _____.</p> <p>B: Was it good?</p> <p>A: Yes, I liked it. It was very funny.</p> <p>B: With who did you go?</p> <p>A: I went with Amy and Eric. What did you do Friday evening?</p> <p>B: I had a hockey game.</p> <p>A: Oh, I hope you won.</p> <p>B: Yes, we won five to one.</p>
<p>3. Next Weekend</p> <p>A: What are you doing next weekend?</p> <p>B: I'm not sure. Maybe Saturday, I will go shopping in Quebec. What about you?</p> <p>A: I'm going to go to my friend's birthday party on Saturday.</p> <p>B: What's your friend's name?</p> <p>A: Her name is Olivia. She lives in my street.</p> <p>B: How old will she be?</p> <p>A: She will be eleven.</p> <p>B: I hope you have fun.</p> <p>A: Me too, it's a pyjama party.</p> <p>B: That's cool. Do you have plans for Sunday?</p> <p>A: Maybe, I will go see my brother's hockey game.</p> <p>B: Super, I will see you. My brother is in the same team.</p> <p>A: That will be fun. I hope they win.</p> <p>B: Me too. Maybe, after the game, you could come to my house?</p> <p>A: It would be fun. I will ask my mother.</p> <p>B: We could do our homework together.</p> <p>A: Okay, I'll ask my mother tonight.</p> <p>B: I hope she says yes. You can tell me tomorrow.</p>	<p>4. Doing Activities</p> <p>A: What are you doing?</p> <p>B: I'm playing on the computer. And you?</p> <p>A: I am reading a book.</p> <p>B: What book are you reading?</p> <p>A: The title is _____.</p> <p>B: Oh, yes, it's very good. I read it last month.</p> <p>A: I am going to play outside. Do you want to come?</p> <p>B: Sure, are you going to the park?</p> <p>A: Okay, are you taking your bike?</p> <p>B: I guess so. I can meet you there in ten minutes.</p> <p>A: Okay, I'm going to phone Jordan to see if he can come.</p> <p>B: Okay, do you want me to call Alex?</p> <p>A: If you want. We could play hide and seek.</p> <p>B: Okay, and after we could come to my house and play video games.</p> <p>A: Super, can we play Warcraft?</p> <p>B: Sure, can you bring a controller?</p> <p>A: Okay, I'll ask Alex if he can bring one too.</p> <p>B: Good idea! I'll ask Jordan to bring his, and we'll all play together.</p> <p>A: Super. I'll meet you at the park.</p>

:: STRUCTURE ::**8.0 Objectives****8.1 Introduction****8.2 Relationship- Bonding****8.3 Practical work****8.4 Self-Directed Learning****❖ Check Your Progress****8.5 References**

8.0 OBJECTIVES:

Learning the meaning and psyche of adolescents

Learning and teaching them how language could be acquired

Learning of second language and implement its various practices

Learn the techniques of language learning to various group of people

8.1 INTRODUCTION

The meaning of Adolescents This particular period of age is highly sensitive group of 12 to 17 years. They are sensitive, emotionally very cautious, and excited even due to physiological changes in their overall physical growth. They are very much vulnerable group of learners.

They can be taught the second language excessively in groups. They could be given topics of language reading material and ask them to present it to the boys and girls, they can be asked questions.

Teaching English to adolescents is the second significant perspective on the age group of learners. If they can follow it regardless of age and time factor.

The school teachers, students, students on trip or tour, students in group discussion, all these are the situations through which language can be accessed by the vernacular groups and implemented to the related age groups.

The learners should be made aware of daily needs and necessities of particular vocabulary for the usage of day to day situational activities.

They can be provided with a cluster of dialogues or slots of various situations like to the market, to the shopping mall, a visit to a doctor, the talk with the principal of the school,

These kinds of situational dialogues writing or speaking modules help the students to learn English effectively.

9 Tips to Teaching English To Adolescents

It is a common myth that teaching teenagers is difficult.

Stereotypically, they are reluctant to learn and disruptive.

The trick is to aim your teaching at teenagers knowing what helps them learn best and bring out the best in them as students. There is a list of tips for teaching English to teenagers.

Psychologically adhere yourself to adolescents:

8.2 RELATIONSHIP BONDING

It is essential to build relationships with your teenage students. If a teenager respects you as a teacher, they are likely to want to work harder.

If it convinces them, that you are a Person whose commands must be followed.

Psychological attachment creates a rapport between the teacher and students both for EFL & ESL Ask your students about their weekends.

Ask them about your hobbies. If they mention something you don't know like the newest Web-series so you have something to talk about in the next class, showing that you care.

8.3 PRACTICAL WORK

Work to your interest and Use relevant topics

Adolescence is regarded as a particularly malleable and difficult age in the development of social identity and conception of self and even more potentially problematic for multilingual and multiethnic English learners.

In this aspect, current debates and cross-cultural research about adolescence as a unique developmental stage in identity development suggest potential implications for English language learning.

Major strands of investigation on the role of social context and social identity in adolescent English language learning, including research in social psychology and intercultural communication;

The psychology of language education the techniques of cognitive learning The skills of L-S-R-W in detail know your audience. Understanding how to teach is essential to success, of course, but understanding what young adults are most interested in reading is also important...

- Get them involved. ...
- Give them tools. ...
- Divide and conquer. ...
- Help struggling readers.



(Language teaching activity image: google.com)

Teaching English to adolescent learners is an ongoing process that must be implemented with the teaching aids and its usages.

8.4 SELF-DIRECTED LEARNING

- Language learning is, in fact a self-learning tool.
- Because most likely any learning is exactly the result of one's conscious efforts.

- Radio, television, listening news, singing rhymes, poems, all these are the self-effacing efforts one can do to acquire the language.
- One can even try and read the children books picture stories and magazines like safari and champak, Alladin, or Sindbad the sailor.
- One can try to communicate with the same age group. Self-learning is an important step towards language learning.
- The important observation is found from the book of “*Alive to Language*” *Perspectives on Language awareness for English language teachers* in which it is found that teaching listening concerns listening in real life, listening in the classroom, learning problems, types of activities, adaptation activities etc.
- Teaching speaking deals with successful oral fluency practice, functions of topic and task, discussion activities, other kinds of spoken interaction, role play and related techniques, oral testing, etc.
- Teaching reading deals with how we read, the beginning reading, types of reading activities, improving reading skills, advanced reading, etc. are mentioned.
- Teaching writing deals with written versus spoken text, teaching procedures, tasks that stimulate writing, the process of composition, giving feedback on writing all these are the topics of writing skill development.



(Language as a tool: image: google.com)

❖ Check your progress:

Q1 Write a detailed note on L-S-R-W skills in English language teaching.

Q2 Write short notes on the following questions.

1. Adolescence and second language

2. Cognitive Learning

3. Self-learning a tool of language acquisition

4. Language Awareness and techniques

5. Discuss in detail the psychology of language education.

6. What are the types of language teaching? Explain.

7. What is the best technique for teaching in your opinion? Justify.

8.5 REFERENCES

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- Valerie Arndt and Paul Harvey and John Nuttall. *Alive to Language*. Cambridge University Press 2000. Printed in UK.
- How Children Succeed: Grit, Curiosity, and the Hidden Power of Character – Paul Tough
- How the Brain Learns – David A. Sousa

Important websites:

Pictures, images

- <https://www.google.com/search?q=language+teaching+activities+images>
- <https://www.google.com/url?sa=i&url=https%3A%2F%2Fdrcowin-j-locationindependentteach.com>
- <https://www.google.com/search?q=language+diagram&rlz.com>
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- <//eltexperiences.com/2014/11/25/10-websites-for-english-language-teachers/>
- [History of English Language Teaching](#)

:: STRUCTURE ::**9.0 Introduction****9.1 The meaning of Self-Directed Learning****9.2 Self-Directed learning as a tool****9.3 The implementation of Self-Directed learning****9.4 Stop and think****❖ Check your progress**

9.0 INTRODUCTION

Language learning is, in fact a self-learning activity. Because mostly any learning is exactly the result of one's conscious efforts. Radio, television, listening news, singing rhymes, poems, all these are the self-effacing efforts one can do to acquire the language. One can even try and read the children books picture stories and magazines like safari and champak, Alladin, or Sindbad the sailor. One can try to communicate with the same age group. Self-learning is an important step in language learning. The important observation is found from the book of "Alive to Language". Perspectives on Language awareness for English language teachers in which it is found that teaching listening concerns listening in real life, listening in the classroom, learning problems, types of activities, adaptation activities etc. Teaching speaking deals with successful oral fluency practice, functions of topic and genuine speaking activities, task, discussion activities, other kinds of spoken interaction, role play and related techniques, oral testing, etc. Teaching reading deals with how we read, the beginning reading, types of reading activities, improving reading skills, advanced reading, etc. are mentioned. Teaching writing deals with written versus spoken text, teaching procedures, tasks that stimulate writing, the process of composition, giving feedback on writing all these are the topics of writing skill development.

9.1 THE MEANING OF SELF-DIRECTED LEARNING

The self-directed learning means person or learner has indeed intuition to learn the particular topic of language. It is basically the matter of keen desire and strong interest. Interest makes the person

to read the books he/she likes. Interest is the pushing force to learn and adapt any unknown language. There are plentiful examples of self-learning. It is the intrinsic motivation and driving learning force. Self-directed learning is almost adult learning phase. One can say that teaching English to adult learners even is similar to learning. Of course one can quote the definition here, “Self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes.”

9.2 SELF-DIRECTED LEARNING AS A TOOL

In fact the directed learning could be understood in another way also if it is taken as direct method of language learning. The language learning is done without any grammatical learning of rules and regulations. Or language teaching is done without the translation method which is known as self-directed learning.

The self-directed learning deals with certain rules and regulations. Independent learning gives you the time management and growth to work and learn at your own time and space. The traditional teaching becomes the hindrance to many people who find classroom teaching or lecturing as stereo-type activity and it blocks time.

It works basically on four steps known as (1) involving (2) engaging (3) training and (4) applying learnings in the personal environment. It makes meaningful even because there are five main strategies you can apply immediately in self-learning.

- One can begin immediately at individual pace
- One can begin learning and the timing is totally up to an individual
- While learning new path-ways are supposed to open.
- Collaborate with others that is a bit of research. Self-learning has the necessity of outreach and its various techniques to learn language like blended learning, learning with language tools, language learning exercises and games.
- Basically self-learning is the tool which can be utilized in modern ways with the help of friends, colleagues, downloading application or learning in Online mode, learning collaboratively in groups or in team.
- Yet its fundamental aim is that you grow in confidence.

9.3 THE IMPLEMENTATION OF SELF-DIRECTED LEARNING

Self-directed learning begins with a person taking the initiative, with or without the help of others. It is basically the need of persons who wish to adjoin the courses ultimately with fast initiative. Self-directed learning means a person diagnoses what they need to learn. One can decide what is most important is an area which is not fully proficient. The most important thing is to learn on your own risk like even if you do mistake no one is there to restrict you or there are not any clear parameters where you can think and discuss about. What is most important is to learn in the area in which you are not fully proficient. You need to select the activity based learning atmosphere for the purpose. Self-directed learning formulates learning goals. Self-directed learning indicated human resources and material resources for the learning. The learning is a vernacular process which may happen through any application, software, uncle, relative or any situation. In short self-learning is abundant. It is not bound in any specific method or situation. **Self-directed learning chooses and implements appropriate learning strategies. As you implement it you choose the best of it and what you want to learn that you will learn with your own efforts. Self-directed learning evaluates learning outcomes.** So, what did you learn, and how did you learn from your chosen strategies? All these are the important factors to be discussed easily by the self- Directed Learner own has to do it.

9.4 STOP AND THINK

1. Self-directed learning is the process of individual at the same time collaborative learning by the learners who have similar objective of learning the language.
2. The self-directed learning is the principle feature to command any language.
3. If there is any way to learn language than it is because of the self-awareness interest and self-directed learning.

❖ **Check Your Progress:**

Q1 Write an elaborate answer on self-directed learning and its benefits.

Q2 What are you supposed to do to initiate self-directed learning in your batch of learners?

Q3 Write the techniques of self-directed learning and the practices that can be implemented for.

Q4 Write the meaning and significance of Self-Directed learning.

Q5 Compare the methods of Self-Directed Learning with structural communicative approach.

Web Resources:

<https://ccnmtl.columbia.edu/projects/pl3p/Self-Directed%20Learning.pdf>

10.0 Objectives**10.1 Introduction to Language Testing****10.2 Basic Concepts of Testing****10.3 Need For Language Testing****10.4 Let Us Sum Up****10.5 References**

10.0 OBJECTIVES

The main objective of this unit is to introduce the basic concepts of language testing. By the end of this unit, learners will be able to understand the following concepts:

- The purpose of language testing.
- The different types of language tests.
- The basic principles of language testing.
- The different methods of test administration.

10.1 INTRODUCTION TO LANGUAGE TESTING

Language testing is the process of evaluating and assessing the language proficiency of an individual or group of individuals in a given language. It is a vital tool for educators, employers, and policymakers who need to make decisions about language teaching, learning, and use. In addition, language testing can be used for various purposes, such as determining eligibility for academic admission or employment, measuring language proficiency for certification purposes, and assessing language proficiency for research purposes.

Language testing typically involves assessing different aspects of language proficiency, such as reading, writing, speaking, and listening skills. Tests can be designed to measure proficiency in a particular language or to compare proficiency across different languages. There are various language tests, ranging from standardized tests such as the TOEFL and IELTS to teacher-designed classroom assessments.

To ensure that a language test is reliable and valid, it must be designed and administered in accordance with established best practices in language testing. These practices include ensuring that the test has clear objectives, that the test content is relevant to the intended purpose of the test, and that the test is administered under standardized conditions. In addition, the test scoring should be transparent and based on clear criteria, and norms should be established to interpret the results meaningfully.

Language testing has become increasingly important as the world has become more connected and globalized. In many parts of the world, speaking more than one language is considered valuable, and language tests are used to measure and certify language proficiency. As a result, language testing has become an essential part of the education system, as well as for employers and policymakers who need to make decisions about language use and proficiency.

Language testing can be broadly categorized into two types: proficiency testing and achievement testing. Proficiency testing measures a person's overall ability in a particular language, while achievement testing measures a person's ability in specific language skills, such as reading, writing, speaking, and listening.

Proficiency tests are typically used for high-stakes decisions, such as admission to a university, employment eligibility, or immigration. Proficiency tests can be standardized, meaning that the test is the same for all test-takers, or non-standardized, meaning that the test is tailored to the individual test-taker's needs. Standardized proficiency tests include exams such as the TOEFL, IELTS, and the ACTFL Oral Proficiency Interview. Non-standardized proficiency tests might include tests designed by teachers or language schools.

On the other hand, achievement tests measure a person's ability in specific language skills, such as reading comprehension or writing proficiency. Achievement tests are often used in educational settings to measure a student's progress and to diagnose areas where the student might need additional support. Examples of achievement tests include the SAT subject tests, AP language exams, and language tests designed by teachers.

In addition to proficiency and achievement tests, there are also diagnostic tests, placement tests, and aptitude tests. Diagnostic tests identify areas where a student might need additional support or instruction. Placement tests are used to determine the appropriate level of instruction for a student. Finally, aptitude tests measure a

person's potential to learn a language and can be used for predictive purposes.

It is important to note that language testing is not without its challenges. Language is a complex and multifaceted phenomenon, and measuring language proficiency is complex. There is often a discrepancy between a person's measured language proficiency and their actual language use in real-life situations. In addition, language tests can be influenced by factors such as test anxiety, test-taker motivation, and cultural differences in test-taking behavior. As a result, language testing must be done with care and with a keen understanding of the potential limitations of the tests.

❖ **Check your progress 1:**

1. What are the different types of language tests, and how are they used in different contexts?

2. What are the challenges associated with language testing, and how can these be mitigated to ensure reliable and valid results?

3. In what ways has language testing become increasingly important in today's globalized world, and how is it being used by educators, employers, and policymakers?

4. Which of the following is a type of language test that measures a person's overall ability in a particular language?

- A) Diagnostic test
- B) Achievement test
- C) Placement test
- D) Proficiency test

5. Which of the following factors can influence the results of a language test?

- A) Test anxiety
- B) Test-taker motivation
- C) Cultural differences in test-taking behavior
- D) All of the above

6. Which of the following is an example of a standardized proficiency test?

- A) AP language exam
- B) TOEFL
- C) Diagnostic test
- D) Language test designed by a teacher

10.2 BASIC CONCEPTS OF TESTING

Language testing evaluates a person's language proficiency, usually in a second or foreign language. It is used for various purposes, such as admission to educational institutions, certification for employment, immigration, and professional development.

Some of the basic concepts of language testing include:

- **Proficiency:** Proficiency is a term used to describe a person's level of ability in a language. Language proficiency can be measured in different ways, such as through standardized tests or by assessing a person's ability to use the language in real-world contexts. For example, the Common European Framework of Reference for Languages (CEFR) is a widely used framework for describing language proficiency levels from A1 (beginner) to C2 (advanced).
- **Assessment:** Language assessment is collecting information about a person's language proficiency. This can be done through various methods such as tests, interviews, and observations. In addition, language assessment aims to provide information about the test-taker's language proficiency level that can be used for a particular purpose, such as admission to an educational institution or certification for employment. For example, the Test of English as a Foreign Language (TOEFL) is an assessment used to measure the English proficiency of non-native speakers who want to study at English-speaking universities.
- **Reliability:** Reliability is the degree to which a test produces consistent results over time and across different test-takers. It should be administered under similar conditions to different test-takers, and the test scoring should be consistent. For example, if a language test is designed to measure a person's listening skills, it should have a high degree of reliability such that the scores obtained by the test-takers are consistent and not affected by external factors such as background noise.
- **Validity:** Validity is the degree to which a test measures what it is intended to measure. A language test should have high validity to ensure the results are accurate and can be used for their intended purpose. For example, if a language test is designed to measure a person's speaking skills, it should have high validity such that the test-taker's speaking skills are accurately assessed, and the test can be used to make decisions about the test-taker's language proficiency.
- **Test format:** Test format refers to the structure and design of a language test. Various test formats include multiple-choice, short-answer, essay, and speaking tests. The test format depends on the language skills being assessed and the test's purpose. For example, a multiple-choice test might be used to assess a person's grammar skills, while a speaking test might be used to assess a person's ability to communicate in real-world situations.

- **Norms:** Norms are the benchmarks used to interpret the results of a language test. Norms are established based on the performance of a group of people who represent the population for whom the test is intended. Norms are used to compare the results of individual test-takers to a larger group to determine their relative language proficiency. For example, a language test may use norms based on the performance of a large sample of test-takers to determine what score is considered "passing" or "proficient."
- **Scoring:** Scoring is the process of assigning points or marks to the responses given by the test-taker. The scoring of a language test should be consistent and fair to ensure that the results are accurate and can be used for their intended purpose. For example, if a language test measures a person's writing skills, the scoring rubric should clearly outline the criteria for evaluating the test-taker's writing.

10.3 NEED FOR LANGUAGE TESTING

Language testing is important for several reasons. Here are some of the most important ones:

- **Evaluation of language skills:** Language tests help to accurately evaluate a person's language skills, which is essential for making informed decisions regarding their academic or professional future. By assessing a person's reading, writing, speaking, and listening abilities, language tests provide a comprehensive picture of their language proficiency.
- **International communication:** In today's globalized world, international communication is vital to various industries and professions. Language testing helps to ensure that individuals possess the necessary language skills to communicate effectively with people from different linguistic backgrounds.
- **Academic purposes:** Language tests are often required for admission to academic programs, particularly in countries where the primary language of instruction is not the same as the student's first language. Language tests help to ensure that students have the language skills necessary to understand lectures, read academic texts, and write academic papers.
- **Immigration requirements:** Many countries require language proficiency tests as part of their immigration requirements. Language testing helps to ensure that immigrants possess the necessary language skills to function effectively in their new country of residence.

- **Job requirements:** In some professions, language skills are essential. Language tests can help employers evaluate job applicants' language proficiency to ensure they possess the necessary language skills for the job.

❖ **Check your progress 2:**

1. Why is language testing necessary in the globalized world?

2. What is the role of norms in language testing?

3. How does washback impact language learning?

4. What is reliability in language testing?
- A) The degree to which a test measures what it is intended to measure
 - B) The process of collecting information about a person's language proficiency
 - C) The degree to which a test produces consistent results over time and across different test-takers
 - D) The structure and design of a language test
5. What is proficiency in language testing?
- A) The degree to which a test measures what it is intended to measure
 - B) The process of collecting information about a person's language proficiency
 - C) The level of ability that a person has in a language
 - D) The structure and design of a language test
6. What is washback in language testing?
- A) The process of assigning points or marks to the responses given by the test-taker
 - B) The degree to which a test produces consistent results over time and across different test-takers
 - C) The effect that a language test has on teaching and learning
 - D) The benchmarks used to interpret the results of a language test

10.4 LET'S SUM UP

Language testing is a crucial aspect of language learning and teaching. It involves the measurement of language proficiency or achievement, and it serves various purposes, such as placement, evaluation, certification, and diagnosis. A few fundamental ideas should be considered to ensure the validity, reliability, authenticity, and practicality of language tests, including test types, plans, organization, scoring, and understanding. Language tests can be categorized into proficiency, achievement, aptitude, and diagnostic tests. Each type of test has its characteristics, purposes, and limitations. Language testing also involves ethical considerations, such as test-taker rights and fairness. Therefore, language teachers and testers need to have a solid understanding of the basic concepts of language testing to develop and use effective and fair language tests.

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Answers of MCQs

Check Your Progress – 1 Answers: 4-D, 5-D, 6-B

Check Your Progress – 2 Answers: 4-C, 5-C, 6-C

:: STRUCTURE ::**11.0 Objectives****11.1 Introduction Testing Oral Skills****11.2 Challenges Of Testing Oral Skills****11.3 Tools And Techniques Used for Assessing Oral Skills****11.4 Let Us Sum Up****11.5 References**

11.0 OBJECTIVES

The main objective of this unit is to introduce the basic concepts of language testing. By the end of this unit, learners will be able;

- To explain the origin and evolution of testing oral skills and highlight the importance of accurate and reliable assessment of speaking proficiency.
- To discuss the challenges of testing oral skills, including subjectivity, variability, limited time, authenticity, technology limitations, and test design.
- To introduce various tools and techniques for assessing oral skills, including role-plays, presentations, interviews, discussions, interactive multimedia tasks, and self-assessment.

11.1 INTRODUCTION TO TESTING ORAL SKILLS

The origin of testing oral skills can be traced back to the mid-twentieth century when there was a growing recognition of the importance of oral proficiency in language learning. In the early days, testing of oral skills was mainly focused on evaluating the pronunciation and grammar of the speaker. However, over time, it grew to encompass other essential aspects such as fluency, coherence, and appropriateness of language use.

The development of technology also played a significant role in the growth of testing oral skills. With the advent of advanced digital tools and communication devices, assessing speaking skills in various settings, including online and face-to-face environments, became easier. Moreover, new methods of testing oral skills, such as interactive multimedia tasks, were developed to provide a more comprehensive and authentic evaluation of speaking proficiency.

There are various aspects included in testing oral skills. These include the ability to communicate effectively, to use appropriate vocabulary and grammar, to demonstrate fluency and coherence, and to be able to engage in a range of communicative tasks. Tests of oral skills can be designed to assess these aspects through various techniques such as role-plays, presentations, interviews, and discussions.

The importance of testing oral skills cannot be overstated. Oral communication is the primary means of social interaction, and communicating effectively in a language is a crucial determinant of success in many areas of life, such as education, employment, and social integration. Therefore, language learners must be assessed accurately and reliably in their oral skills to develop proficiency and achieve their goals.

Testing oral skills is an essential component of language assessment, and it has evolved to encompass various aspects of speaking proficiency. With the development of technology, there are now more ways than ever to evaluate speaking skills, and the importance of accurate and reliable assessment cannot be overstated. Language learners must develop their oral skills to communicate effectively in a language, and language educators must design tests that comprehensively evaluate these skills.

11.2 CHALLENGES OF TESTING ORAL SKILLS

Testing oral skills poses some unique challenges not encountered when testing other language skills. Here are some common challenges of testing oral skills:

- **Subjectivity:** Oral language is subjective, meaning measuring a student's ability to communicate orally objectively can be challenging. Factors such as pronunciation, intonation, and accent can make evaluating a student's speaking ability challenging.
- **Variability:** Oral language is highly variable, meaning students may perform differently on different days or contexts.

This variability can make determining a student's true ability level difficult.

- **Limited time:** Oral testing is usually conducted in a limited amount of time, so students may not have the opportunity to demonstrate their oral skills fully. Additionally, the time constraint may cause students to feel nervous or anxious, affecting their performance.
- **Authenticity:** Oral language testing often lacks authenticity, as it is typically conducted in a contrived setting that does not reflect real-life communication situations. This lack of authenticity can make evaluating a student's ability to communicate effectively in real-world situations difficult.
- **Technology limitations:** Testing oral skills using technology can be challenging, as it may not capture all aspects of the student's speaking ability. For example, technology may not accurately capture nuances in pronunciation or intonation.
- **Test design:** Developing practical oral language tests can be complex, as it requires careful consideration of the language skills being assessed, the level of the students being tested, and the test goals. Poorly designed tests can result in inaccurate assessments of students' oral language abilities.

❖ **Check your progress 1:**

1. What are some common challenges of testing oral skills, and how do they impact the accuracy of assessments?

2. How has technology impacted the assessment of oral skills in language learning? Provide examples.

3. In what ways can language educators design practical oral language tests that accurately assess students' speaking proficiency?

4. What are the various aspects included in testing oral skills?

- A) Vocabulary and grammar usage
- B) Fluency and coherence
- C) Effective communication
- D) All of the above

5. What is the primary means of social interaction?

- A) Reading
- B) Writing
- C) Listening
- D) Oral communication

6 .Which of the following is not a common challenge in testing oral skills?

- A) Subjectivity
- B) Limited time
- C) Authenticity
- D) Limited test design options

11.3 TOOLS AND TECHNIQUES USE FOR ASSESSING ORAL SKILLS

Assessing oral skills can be challenging due to spoken language's subjective and variable nature. However, with technology

development and various assessment tools and techniques, evaluating speaking proficiency has become more comprehensive and authentic.

Here are some tools and techniques used for assessing oral skills:

- **Role-plays:** Role-plays are a widely used technique for assessing oral proficiency. This technique involves assigning students roles and asking them to act out a conversation or situation. Role-plays effectively assess a student's ability to use appropriate vocabulary and grammar, engage in conversational turn-taking, and convey meaning effectively.
- **Presentations:** Presentations are another effective tool for assessing oral skills. Students can be asked to give a speech or presentation on a particular topic, which allows for evaluation of their ability to organize their thoughts, use appropriate language, and engage the audience effectively.
- **Interviews:** Interviews are commonly used for assessing oral proficiency in formal and informal settings. Interviews can be conducted individually or in groups, focusing on topics such as personal interests, current events, or academic subjects. Interviews can provide valuable insight into a student's fluency, coherence, and communication ability.
- **Discussions:** Discussions effectively assess a student's ability to engage in conversations and express their opinions. Discussions can be structured or unstructured and can focus on various topics. This technique allows for evaluating a student's ability to use appropriate language, participate in conversational turn-taking, and effectively convey meaning.
- **Interactive multimedia tasks:** Interactive multimedia tasks are a more recent development in assessing oral skills. These tasks use digital technology to create an interactive environment that simulates real-world communication situations. These tasks are effective in assessing a student's ability to use appropriate language in authentic situations, as well as their ability to use digital technology effectively.
- **Self-assessment:** Self-assessment is a technique that involves asking students to reflect on their speaking proficiency. This technique can be used with other assessment tools and provide valuable insight into a student's perception of their own ability.

In addition to these tools and techniques, technology has played a significant role in assessing oral skills. Digital tools such as voice recognition software, online video conferencing, and speech analysis

software have made it easier to evaluate speaking proficiency in various settings, including online and face-to-face environments.

❖ **Check your progress 2:**

1. What are some tools and techniques used for assessing oral skills?

2. How has technology played a significant role in assessing oral skills?

3. Why is assessing oral proficiency challenging and what makes it more comprehensive and authentic now?

4. Which of the following is an effective tool for assessing oral skills?

- A) Reading comprehension tests
- B) Multiple-choice tests
- C) Presentations
- D) None of the above

5. What technology has played a significant role in the assessment of oral skills?

- A) Social media platforms
- B) Voice recognition software
- C) Gaming consoles
- D) All of the above

6. What is the aim of discussions as an effective way of assessing oral skills?

- A) To test grammar knowledge
- B) To assess a student's ability to engage in conversations and express their opinions
- C) To test listening skills
- D) To assess vocabulary knowledge.

11.4 LET'S SUM UP

This unit deals with the origin and evolution of testing oral skills. The reader can find that testing oral skills became important because of the recognition of the importance of oral proficiency in language learning. The initial focus of oral skills testing was on pronunciation and grammar, but over time, it has grown to encompass fluency, coherence, and appropriateness of language use.

The unit also mentions the challenges of testing oral skills, including subjectivity, variability, limited time, authenticity, technology limitations, and test design. To address these challenges, various tools and techniques have been developed, including role-plays, presentations, interviews, discussions, interactive multimedia tasks, and self-assessment.

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Answers of MCQs

Check Your Progress – 1 Answers: 4-D, 5-D, 6-D

Check Your Progress – 2 Answers: 4-C, 5-C, 6-C

:: STRUCTURE ::**12.0 Objectives****12.1 Introduction****12.2 Types of Reading Assessments****12.3 Types of Writing Assessments****12.4 Criteria and Rubrics for Evaluating Reading and Writing****12.5 Practical Strategies for Improving Reading and Writing Skills****12.6 Let Us Sum Up****12.5 Reference**

12.0 OBJECTIVES

The main objective of this unit is to introduce the basic concepts of language testing. By the end of this unit, learners will be able;

- To familiarize students with the different types of reading and writing assessments
- To develop students' understanding of the criteria and rubrics used in evaluating reading and writing
- To provide students with practical strategies for improving their reading and writing skills

12.1 INTRODUCTION

Assessing reading and writing skills is crucial to language testing and evaluation. Proficiency in reading and writing is essential for effective communication and academic success in any language. Reading skills enable learners to comprehend and interpret written texts, while writing skills allow them to express their thoughts and ideas

coherently and effectively. The ability to assess and evaluate these skills accurately provides valuable insights into learners' language proficiency and their ability to comprehend and produce written language.

The relevance of testing reading and writing skills extends beyond language acquisition. In educational settings, assessments of reading and writing abilities help educators identify learners' strengths and areas for improvement, inform instructional decisions, and measure the effectiveness of teaching interventions. Additionally, in professional contexts, language proficiency assessments play a critical role in employment screening, university admissions, and immigration processes. Language testing and evaluation aim to provide valid and reliable assessments of learners' language abilities. Assessing reading and writing skills requires carefully designing assessment tasks that accurately measure learners' proficiency levels, their understanding of the written language, and their ability to produce written texts with clarity, coherence, and accuracy. By evaluating reading and writing skills, language testers can gain insights into learners' vocabulary knowledge, grammar proficiency, reading comprehension strategies, critical thinking abilities, and overall language proficiency.

Assessing reading and writing skills allows for identifying specific areas where learners may require additional support or intervention. It helps design targeted instruction to improve reading and writing abilities, address individual needs, and foster overall language development. Language testing and evaluation provide a comprehensive picture of learners' language abilities and progress, enabling educators to make informed decisions about instructional strategies, curriculum design, and learner support.

By understanding the importance of assessing reading and writing skills and familiarizing with various assessment methods, one can effectively evaluate learners' language proficiency and support his/her ongoing development. Further, this unit will equip students with the knowledge and skills necessary to design, administer, and evaluate reading and writing assessments, enabling them to make informed decisions and contribute to language testing and evaluation.

12.2 TYPES OF READING ASSESSMENTS

Reading assessments are crucial in evaluating learners' reading skills and ability to comprehend written texts. Various types of reading assessments can be used to measure different aspects of reading

proficiency. This section will explore three common types of reading assessments: multiple-choice questions, cloze tests, and reading comprehension passages.

1. Multiple-Choice Questions:

- a. Overview and purpose:** Multiple-choice questions are a widely used format in reading assessments. These questions present learners with a text followed by a set of options from which they must select the most appropriate answer. Multiple-choice questions aim to assess learners' reading comprehension, vocabulary knowledge, inference skills, and ability to analyze and interpret written information.
- b. Sample questions and analysis:** Sample multiple-choice questions may include: What is the passage's main idea? a) The benefits of regular exercise b) The history of modern technology c) The importance of healthy eating habits d) The advantages of social media

In this question, learners need to analyze the passage and determine its main idea. The correct answer would be option (a) based on the information provided in the passage.

Which word best describes the protagonist's feelings in the given paragraph? a) Angry b) Excited c) Confused d) Content

This question assesses learners' ability to infer and identify the protagonist's emotions based on the context of the passage. The correct answer would depend on the information provided in the passage and the specific paragraph in question.

2. Cloze Tests:

- a. Overview and purpose:** Cloze tests involve removing specific words from a passage and requiring learners to fill in the gaps with appropriate words. These tests assess learners' vocabulary knowledge, grammatical accuracy, and ability to use context clues to infer missing words.

b. Sample exercises and analysis: A sample cloze test exercise:

Fill in the blanks with appropriate words:

"The 1 of climate change on our planet is 2. Rising temperatures, 3 sea levels, and 4 weather patterns are just a few of the 5 of this global issue."

In this exercise, learners need to use their understanding of climate change to fill in the missing words. The correct answers would be:

- impact
- evident
- increasing
- changing
- consequences

3. Reading Comprehension Passages:

a. Overview and purpose: Reading comprehension passages involve providing learners with a longer text followed by questions that assess their understanding of the passage. These passages can be taken from authentic sources or designed for assessment purposes. The purpose of reading comprehension passages is to evaluate learners' ability to comprehend, analyze, and interpret written information.

b. Strategies for effective comprehension and analysis of passages: To enhance learners' comprehension and analysis of reading comprehension passages, it is important to encourage them to:

- Preview the passage to get an overview of the topic and structure.
- Highlight or underline key information while reading.
- Pay attention to signal words and phrases that indicate relationships between ideas.
- Summarize the main points and supporting details.
- Make inferences and predictions based on the information in the passage.
- Monitor their understanding and adjust reading strategies as needed.
- By incorporating these strategies, learners can improve their reading comprehension and effectively engage with reading comprehension passages in assessments.

Reading assessments encompass various types, each with its own strengths and limitations. Multiple-choice questions, cloze tests, and reading comprehension passages provide different approaches to assess learners' reading skills, comprehension, vocabulary knowledge, inference abilities, and more. By understanding the purposes, advantages, and limitations of each type of assessment, educators can make informed decisions when selecting appropriate reading assessments to effectively evaluate learners' reading proficiency.

12.3 TYPES OF WRITING ASSESSMENTS

Writing assessments are essential for effectively evaluating learners' ability to communicate their thoughts and ideas through written language. This section will explore three common types of writing assessments: essay writing, short answer questions, and writing prompts.

1. Essay Writing:

a. Overview and purpose: Essay writing assessments require learners to construct a coherent and well-developed written response to a given prompt or topic. The purpose of essay writing assessments is to evaluate learners' ability to organize their ideas, demonstrate critical thinking, use appropriate language and grammar, and present arguments or opinions logically and persuasively.

b. Common evaluation criteria for essays:

Essays are evaluated based on various criteria, which may include:

- Coherence and cohesion: the logical flow and connectivity of ideas.
- Content and relevance: the depth and accuracy of the information provided.
- Organization and structure: using paragraphs, topic sentences, and transitions effectively.
- Language and grammar: appropriate vocabulary, grammar, and sentence structure.
- Critical thinking and analysis: the ability to present and support arguments with evidence.

2. Short Answer Questions:

- a. **Overview and purpose:** Short answer questions require learners to provide concise written responses to specific prompts or questions. These assessments evaluate learners' ability to convey information accurately and succinctly.
- b. **Guidelines for constructing concise and well-structured responses:** To construct effective short answer responses, learners should:
 - Understand the question or prompt clearly.
 - Focus on the key points or main ideas.
 - Use concise and clear language to express their response.
 - Provide relevant examples or evidence to support their answer.
 - Ensure that their response directly addresses the question or prompt.

3. Writing Prompts:

- a. **Overview and purpose:** Writing prompts provide learners with a specific topic or scenario to stimulate their thinking and encourage written expression. They can range from descriptive prompts to argumentative or reflective prompts. Writing prompts assess learners' ability to generate ideas, organize their thoughts, and express themselves effectively.
- b. **Strategies for brainstorming and developing ideas:** To effectively respond to writing prompts, learners can use the following strategies:
 - Analyze the prompt and identify key elements or requirements.
 - Brainstorm ideas related to the prompt.
 - Organize the ideas into a logical structure or outline.
 - Develop each idea with supporting details or examples.
 - Revise and edit the response for clarity, coherence, and grammar.

By employing these strategies, learners can effectively generate and develop ideas in response to writing prompts.

Writing assessments encompass various types, each serving different purposes and offering unique advantages and limitations. Essay writing, short answer questions, and writing prompts provide diverse

approaches to assess learners' writing skills, critical thinking abilities, organization of ideas, and language proficiency. Understanding the characteristics and evaluation criteria for each type of writing assessment allows educators to select appropriate assessments that align with the learning objectives and accurately evaluate learners' writing proficiency.

❖ **Check your progress 1:**

1. How do reading assessments contribute to evaluating learners' language proficiency beyond mere comprehension of written texts?

2. Discuss the advantages and limitations of using essay writing as a form of assessment for evaluating learners' writing skills.

3. What strategies can be employed to enhance learners' comprehension and analysis of reading comprehension passages during assessments?

4. In a reading assessment, what is the purpose of multiple-choice questions?
 - a) To evaluate learners' writing skills
 - b) To assess learners' reading comprehension, vocabulary knowledge, and inference skills
 - c) To measure learners' speaking proficiency
 - d) To test learners' listening abilities
5. Which of the following is an advantage of using cloze tests for assessing reading skills?
 - a) Assessing learners' grammar proficiency
 - b) Evaluating learners' ability to infer missing words using context clues
 - c) Measuring learners' speaking fluency
 - d) Testing learners' listening comprehension
6. What is the purpose of writing prompts in writing assessments?
 - a) To evaluate learners' listening skills
 - b) To assess learners' ability to organize their ideas and express themselves in writing
 - c) To measure learners' reading comprehension
 - d) To test learners' grammar knowledge

12.4 CRITERIA AND RUBRICS FOR EVALUATING READING AND WRITING

Rubric for Reading Assessment

Level	Content and Organization	Grammar and Sentence Structure	Vocabulary and Coherence
Novice	Limited understanding of main ideas; lack of clear organization	Frequent grammatical errors; limited sentence structure complexity	Limited vocabulary range; lack of coherence between ideas
Intermediate	Adequate understanding of	Some grammatical	Moderate vocabulary

	main ideas; some organization	errors; moderate sentence structure complexity	range; moderate coherence between ideas
Advanced	Strong understanding of main ideas; clear organization	Few grammatical errors; varied sentence structure complexity	Wide vocabulary range; strong coherence between ideas

Rubric for Writing Assessment

Level	Content and Organization	Grammar and Sentence Structure	Vocabulary and Coherence
Novice	Limited understanding of main ideas; lack of clear organization	Frequent grammatical errors; limited sentence structure complexity	Limited vocabulary range; lack of coherence between ideas
Intermediate	Adequate understanding of main ideas; some organization	Some grammatical errors; moderate sentence structure complexity	Moderate vocabulary range; moderate coherence between ideas
Advanced	Strong understanding of main ideas; clear organization	Few grammatical errors; varied sentence structure complexity	Wide vocabulary range; strong coherence between ideas

By using this rubric table, instructors can assess and provide feedback on the specific criteria for reading and writing assessments at different proficiency levels. The rubric aligns with the CEFR descriptors, allowing for a clear and standardized evaluation of learners' reading and writing skills.

12.5 PRACTICAL STRATEGIES FOR IMPROVING READING AND WRITING SKILLS

Improving reading and writing skills requires consistent practice and targeted strategies. Here are some practical strategies that can help learners enhance their proficiency in reading and writing:

Reading Strategies:

- 1. Active Reading:** Encourage learners to engage actively with the text by highlighting important points, annotating, and asking questions to enhance comprehension.
- 2. Vocabulary Expansion:** Encourage learners to build their vocabulary by regularly reading various texts and noting down new words. They can use context clues and dictionaries to understand the meanings of unfamiliar words.
- 3. Reading for Different Purposes:** Practice reading for different purposes, such as reading for information, reading for pleasure, and reading critically. Each purpose requires different strategies and skills.
- 4. Reading Aloud:** Encourage learners to read aloud to improve pronunciation, intonation, and reading fluency. This also helps in developing a better understanding of sentence structures and grammar.

Writing Strategies:

- 1. Frequent Writing Practice:** Encourage learners to write regularly, whether it's through journaling, completing writing exercises, or working on longer writing assignments. Consistent practice helps improve writing skills over time.
- 2. Pre-writing Techniques:** Teach learners to brainstorm ideas, create outlines, and organize their thoughts before starting to write. This helps in creating a clear structure and ensuring coherence in their writing.
- 3. Feedback and Revision:** Provide constructive feedback on learners' writing and guide them on areas of improvement. Encourage them to revise their writing based on the feedback received to enhance clarity, coherence, and overall quality.
- 4. Editing and Proofreading:** Teach learners to edit and proofread their writing for grammar, punctuation, and spelling errors. Encourage

the use of proofreading techniques like reading the text backward or using grammar and spell-check tools.

Integrated Skills Approach:

1. Combine Reading and Writing: Connect reading and writing activities to reinforce skills. For example, ask learners to summarize a text they have read or write a response to a reading passage to practice comprehension and writing skills simultaneously.

2. Use Authentic Materials: Incorporate authentic reading materials, such as newspaper articles, short stories, or excerpts from books, to expose learners to real-world language use and diverse writing styles.

3. Collaborative Writing: Encourage learners to engage in collaborative writing tasks like group projects or peer editing. This promotes interaction, feedback exchange, and different perspectives on writing.

4. Model Writing: Provide learners with model texts demonstrating effective writing techniques, organization, and language use. Analyze these texts together to help learners understand the components of successful writing.

Set Goals and Reflect:

1. Goal Setting: Encourage learners to set specific, achievable goals for their reading and writing skills. This helps in maintaining focus and tracking progress.

2. Reflective Writing: Ask learners to reflect on their reading and writing experiences, challenges, and achievements. Reflection promotes metacognition and self-awareness, leading to improved learning outcomes.

By implementing these practical strategies, learners can actively improve their reading and writing skills over time. Consistent practice, exposure to diverse texts, and thoughtful reflection contribute to developing proficient reading and writing abilities.

❖ Check your progress 2:

1. What are some effective strategies for improving reading and writing skills?

2. How can integrating reading and writing activities enhance language proficiency?

3. Why is it important for learners to reflect on their reading and writing experiences?

4. What is an effective strategy for improving vocabulary in reading and writing?

- a) Memorizing word lists
- b) Using context clues to infer word meanings
- c) Avoiding unfamiliar words
- d) Focusing only on grammar and sentence structure

5. How can collaborative writing tasks benefit learners?
 - a) They discourage interaction and feedback exchange.
 - b) They promote teamwork and cooperation.
 - c) They limit creativity and individual expression.
 - d) They hinder the development of writing skills.
6. Why is goal setting important for improving reading and writing skills?
 - a) It adds unnecessary pressure on learners.
 - b) It helps learners track their progress and maintain focus.
 - c) It restricts learners' creativity and exploration.
 - d) It discourages reflection and self-awareness.

12.6 LET'S SUM UP

This unit focused on criteria and rubrics for evaluating reading and writing skills. The rubrics provided clear guidelines for assessing learners' proficiency levels in content and organization, grammar and sentence structure, vocabulary, and coherence. Practical strategies for improving reading and writing skills were discussed, including active reading, vocabulary expansion, frequent writing practice, and the use of authentic materials. Integrated skills approach, collaborative writing, goal setting, and reflective writing were highlighted as effective techniques. Learners can enhance their reading and writing abilities over time by implementing these strategies and using rubrics as a framework.

12.7 REFERENCE

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Answers of MCQs

Check Your Progress – 1 Answers: 4-B, 5-B, 6-B

Check Your Progress – 2 Answers: 4-B, 5-B, 6-B

:: STRUCTURE ::**13.0 Objectives****13.1 Introduction To Testing Grammar****13.2 Importance of Grammar Testing****13.3 Common Grammar Points Covered in Major Language Proficiency Tests****13.4 Challenges of Testing Grammar****13.5 Strategies to Improve Grammar Testing****13.6 Tips for Grammar Testing****13.7 Future Directions For Grammar Testing****13.8 Let Us Sum Up****13.9 Reference**

13.0 OBJECTIVES

The objectives of the unit on testing grammar are:

- To understand the importance of testing grammar in language learning.
- To explore various tools and techniques for testing grammar, such as multiple-choice tests, cloze tests, error correction exercises, and writing and speaking assessments.
- To provide tips and strategies for testing grammar and improving grammar proficiency.

13.1 INTRODUCTION TO TESTING GRAMMAR

Grammar is essential to any language and plays a crucial role in communication. It provides a set of rules that helps us to structure

sentences correctly and convey our thoughts effectively. However, like any other skill, grammar is prone to errors, which can cause confusion and misinterpretation. That is where grammar testing comes into play.

Grammar testing evaluates written or spoken language's correctness, accuracy, and appropriateness. It involves identifying and correcting grammar, syntax, spelling, and punctuation errors. There are various types of grammar testing, including diagnostic, proficiency, and placement. Diagnostic testing is used to identify specific areas where an individual may need improvement. Proficiency testing evaluates an individual's overall language skills and assesses their ability to communicate effectively in different contexts. Placement testing is used to determine an individual's level of language proficiency, which is essential for determining the appropriate course of study.

The importance of grammar testing cannot be overstated. In today's world, communication is essential in every aspect of life, and effectively using language is critical. Poor grammar can lead to misunderstandings, miscommunication, and even embarrassment. It can also affect an individual's credibility and reputation, particularly professionally. Grammar testing is an essential tool in evaluating an individual's language skills.

13.2 IMPORTANCE OF GRAMMAR TESTING

Grammar testing assesses and evaluates written or spoken language's correctness, accuracy, and appropriateness. It involves identifying and correcting grammar, syntax, spelling, and punctuation errors. Grammar testing aims to ensure that written or spoken language is clear, concise, and effective in conveying the intended message.

- **Ensures Clear Communication:** Effective communication is essential in all aspects of life, whether it is in a personal or professional setting. Poor grammar can lead to misunderstandings, miscommunication, and even embarrassment. By testing grammar, individuals can ensure that their written or spoken language is clear, concise, and effective in conveying their intended message.
- **Improves Language Skills:** Grammar testing helps identify areas where improvement is needed, providing an opportunity to improve language skills. It objectively assesses an individual's language proficiency and highlights areas that require further attention. It can diagnose areas where an individual needs

improvement, assess overall language proficiency, or determine the appropriate course of study.

- **Enhances Professional Image:** Poor grammar can negatively impact an individual's credibility and reputation in a professional setting. Grammar errors in emails, reports, or other professional documents can make a person appear unprofessional or careless. By testing grammar, individuals can ensure that their written communication is error-free and presents a professional image.
- **Facilitates Learning:** Grammar testing is an essential component of language learning. It provides learners with feedback on their progress, helps them identify areas where improvement is needed, and motivates them to continue learning. It can also help learners measure their language proficiency, providing a sense of achievement and progress.
- **Increases Confidence:** Testing grammar can be a confidence booster for individuals. When they receive positive feedback on their language proficiency, it can increase their confidence in communicating effectively. This confidence can translate into better performance.

Grammar testing is a critical tool in evaluating an individual's language skills. It helps ensure clear communication, improve language skills, enhance professional image, facilitate learning, and increase confidence. With the increasing importance of effective communication in all aspects of life, grammar testing has become more critical than ever before.

❖ Check your progress 1:

1. How does context-dependence challenge grammar proficiency testing?

2. What are the limitations of grammar testing's scope in reflecting overall language proficiency?

3. Why is the lack of flexibility in grammar testing problematic for some learners?

4. Which of the following grammar points is commonly tested in both TOEFL and IELTS?

- a) Relative clauses
- b) Interrogatives
- c) Adjectives and adverbs
- d) Conjunctions

5. Which language proficiency test includes the testing of phrasal verbs?

- a) TOEFL
- b) IELTS
- c) Cambridge Assessment (CPE)
- d) DELF/DALF

6. What is a common challenge in grammar testing mentioned in the unit?

- a) Vocabulary retention
- b) Sentence structure complexity
- c) Lack of listening comprehension
- d) Ambiguity

13.3 COMMON GRAMMAR POINTS COVERED IN MAJOR LANGUAGE PROFICIENCY TESTS

Language Proficiency Test	Common Grammar Points
TOEFL	Subject-verb agreement, articles, prepositions, verb tense, sentence structure, conjunctions, modals, gerunds and infinitives, passive voice, conditional sentences
IELTS	Articles, prepositions, verb tense, subject-verb agreement, passive voice, conditionals, gerunds and infinitives, relative clauses, adverbial clauses, modal verbs, reported speech, phrasal verbs
Cambridge Assessment (CPE)	Articles, verb tense, passive voice, relative clauses, prepositions, conditionals, reported speech, phrasal verbs, modals, gerunds and infinitives, sentence structure
DELFDALF	Verb tense, articles, prepositions, subject-verb agreement, adjectives and adverbs, pronouns, negation, interrogatives, prepositions, conjunctions

- TOEFL: Test of English as a Foreign Language
- IELTS: International English Language Testing System
- Cambridge Assessment (CPE): Cambridge Certificate of Proficiency in English
- DELFDALF: Diplôme d'études en langue française / Diplôme approfondi de langue française
- DELE: Diploma de Español como Lengua Extranjera

13.4 CHALLENGES OF TESTING GRAMMAR

- **Context-dependence:** Grammar testing is often context-dependent, meaning that the correct answer can depend on the

specific context in which the question is being asked. For example, the present perfect tense is apt in one situation may not be apt in another, and learners may struggle to understand the nuances of when to use different grammatical structures.

- **Ambiguity:** Some questions may be ambiguous, making it difficult for learners to determine the correct answer. This can be particularly true for questions that involve sentence structure or word choice, as the meaning can change based on the placement or choice of certain words.
- **Lack of flexibility:** Grammar testing can be rigid and inflexible, often requiring learners to choose from a limited set of options or answer questions in a specific format. This can be problematic for learners who have a strong understanding of the grammar concepts being tested but struggle with the specific format or structure of the test.
- **Limited scope:** Grammar testing typically focuses on a narrow set of grammar rules or concepts, which may not accurately reflect a learner's overall proficiency in the language. For example, a learner may understand grammar rules but struggle with speaking or listening comprehension.
- **Cultural bias:** Some grammar tests may contain cultural biases, using language or examples unfamiliar to learners from different backgrounds or cultures. This can put some learners at a disadvantage and may not accurately reflect their language proficiency.

13.5 STRATEGIES TO IMPROVE GRAMMAR TESTING

Improving grammar proficiency takes time and effort, but it is possible with the right strategies. Here are some effective strategies for improving grammar proficiency:

- **Read extensively:** Reading widely and regularly is one of the most effective ways to improve grammar proficiency. When you read, you encounter a variety of sentence structures and grammar patterns, which can help you internalize grammar rules.
- **Use grammar books and resources:** Many grammar books and online resources are available to help you improve your grammar proficiency. Look for clear and concise resources that provide plenty of examples and practice exercises.
- **Practice:** Practice is essential for improving grammar proficiency. Make sure to regularly complete practice exercises and quizzes

and seek opportunities to apply your grammar knowledge in real-world situations.

- **Get feedback:** Feedback on your grammar performance is important for identifying areas needing improvement. Ask a teacher, tutor, or friend to review your writing or speaking and provide feedback on your grammar use.
- **Focus on common mistakes:** Identify the most common mistakes that you make in your grammar use and focus on correcting them. This will help you improve your overall grammar proficiency and avoid making the same mistakes.

13.6 TIPS FOR GRAMMAR TESTING

- Be clear about the grammar rules being tested: Clearly defining the specific grammar rules being tested can help ensure that learners are being assessed on relevant skills. For example, if the test is focused on the present perfect tense, the questions should be designed to test learners' understanding and use of that tense.
- Use a variety of question types: Incorporating different questions can help ensure that learners are being tested on a range of grammar-related skills. For example, multiple-choice questions can test learners' ability to identify errors, while fill-in-the-blank questions can test their ability to apply grammar rules in context.
- Provide clear instructions and examples: Clear instructions and examples can help learners understand what is expected of them and can help reduce confusion and anxiety during the test. For example, instructions for a fill-in-the-blank question could include a sample sentence with the blank filled in correctly to help learners understand the expected answer format.
- Incorporate real-world examples: Using real-world examples can help learners understand how grammar is used in context and can help make the test more engaging. For example, a writing prompt asking learners to describe a recent vacation can help them practice grammar skills while providing a fun and engaging topic.
- Provide feedback: Feedback after the test can help learners understand their strengths and weaknesses and can help them improve their grammar skills over time. For example, a teacher could provide individualized feedback on areas where each learner needs improvement and suggest resources or activities help them practice those skills.
- Consider the context: It's essential to consider how learners will use the language when designing a grammar test. For example, grammar rules that are important for business communication may be different from those that are important for casual conversation.

A test that focuses on business communication might include questions about writing emails or giving presentations.

- **Avoid testing too many rules at once:** Focusing on too many grammar rules at once can be overwhelming for learners and may not accurately assess their skills. Instead, it's better to focus on a few critical rules at a time and provide learners with opportunities to practice and master those rules before moving on to new ones. For example, a grammar unit on verb tenses might focus on present, past, and future tenses before moving on to more complex tenses like the present perfect.

13.7 FUTURE DIRECTIONS FOR GRAMMAR TESTING

- **Technology-Enhanced Assessment:** Technology has revolutionized the field of language assessment, and future developments in testing grammar are likely to include more technology-enhanced assessment methods. This may include automated scoring of grammar tests, using machine learning algorithms to adapt the test to the learner's level, and using digital tools to provide feedback on grammar errors.
- **Task-Based Assessment:** Task-based assessment involves assessing learners' grammar in the context of real-world tasks, such as writing an email or participating in a conversation. Future developments in testing grammar may focus on incorporating more task-based assessment methods, which can provide a more authentic assessment of learners' ability to use grammar in real-world situations.
- **Personalized Assessment:** Personalized assessment involves adapting the test to the learner's individual needs and preferences. Future developments in testing grammar may focus on personalized assessment methods that can provide more tailored feedback to learners and help them to focus on specific areas of grammar that they need to improve.
- **Multimodal Assessment:** Multimodal assessment involves assessing learners' grammar through multiple modes of communication, such as speech, writing, and gesture. Future developments in testing grammar may incorporate more multimodal assessment methods, which can provide a more comprehensive assessment of learners' ability to use grammar in different contexts.
- **Corpus Linguistics:** Corpus linguistics involves the study of extensive collections of authentic language data. Future developments in testing grammar may incorporate more corpus

linguistics methods, which can provide a more authentic and data-driven approach to testing grammar.

❖ **Check your progress 2**

1. How does the context-dependence of grammar testing impact learners' understanding and application of grammar rules?

2. In what ways can the ambiguity present in grammar testing questions affect learners' ability to determine the correct answer?

3. Discuss the limitations of the scope of grammar testing in accurately assessing a learner's overall language proficiency.

5. Which of the following language proficiency tests assesses grammar knowledge through the inclusion of subjects such as verb tense, prepositions, and gerunds and infinitives?

- a) IELTS
- b) TOEFL
- c) DELF/DALF
- d) Cambridge Assessment (CPE)

6. Why can the lack of flexibility in grammar testing be problematic for some learners?
 - a) It may require learners to answer questions in a specific format or structure.
 - b) It may focus on a narrow set of grammar rules.
 - c) It may not accurately reflect a learner's overall language proficiency.
 - d) All of the above.
7. How can cultural bias in grammar tests disadvantage learners from different backgrounds or cultures?
 - a) By using language or examples unfamiliar to learners from diverse cultures.
 - b) By focusing on grammar rules specific to a particular culture.
 - c) By favoring certain cultural norms in language usage.
 - d) All of the above.

13.8 LET'S SUM UP

The unit on testing grammar covered various aspects of assessing grammar proficiency in language learners. The unit discussed the importance of grammar testing in language learning and its associated challenges. Then, various tools and techniques were explored for testing grammar, including multiple-choice tests, cloze tests, error correction exercises, and writing and speaking assessments.

The unit also highlighted the history and development of testing grammar, including contributions from famous linguists such as Noam Chomsky and Leonard Bloomfield. Finally, we discussed future directions and developments in testing grammar, including technology-enhanced assessment, task-based assessment, personalized assessment, multimodal assessment, and corpus-driven assessment methods.

13.9 REFERENCES

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Answers of MCQs

Check Your Progress – 1 Answers: 4-A, 5-C, 6-D

Check Your Progress – 2 Answers: 4-B, 5-D, 6-D

:: STRUCTURE ::**14.0 Objectives****14.1 Introduction****14.2 Types of Integrated Tasks with Layout****14.3 List of Integrated Questions****14.4 Sample Test Questions****14.5 Tools to Create Integrated Tasks****14.6 Tips for Creating Integrated Tasks****14.7 Let Us Sum Up****14.7 References**

14.0 OBJECTIVES

The objectives of the unit on integrated tasks are:

- Understand the concept and types of integrated tasks in language testing.
- Develop multiple language skills through integrated tasks.
- Improve test scores through language skill development.

**14.1 INTRODUCTION TO INTEGRATED TASK
(TYPES OF TESTS)**

Integrated tasks are a type of language test task that require test takers to integrate multiple language skills and use them to complete a complex, real-world task. These tasks are designed to assess test takers' ability to use language in an integrated way rather than as isolated skills. Integrated tasks, such as the TOEFL, IELTS, and

Cambridge English exams, are commonly used in language proficiency tests. Integrated tasks can take many forms, typically involving reading, listening, speaking, and/or writing. For example, a common integrated task in the TOEFL might involve listening to a lecture, reading a passage, and then using information from both sources to answer a series of questions or summarize the main points in a short essay.

The goal of integrated tasks is to assess test takers' ability to use language realistically and authentically, as they might in academic or professional contexts. Integrating multiple language skills provides a more comprehensive and accurate assessment of a test taker's language proficiency than traditional language tests that focus on isolated skills. Designing and developing integrated tasks effectively requires careful attention to test specifications, item writing, and task authenticity. Test developers must ensure that the task reflects real-world language use and that the instructions and prompts are unambiguous. They must also ensure that the task is appropriately challenging for the target population and that the scoring rubric is reliable and valid. Integrated tasks are an important and widely used type of language test task that assesses test takers' ability to use language in an integrated way. They provide a more realistic and authentic assessment of language proficiency than traditional tests that focus on isolated language skills, and they are an essential tool for measuring language proficiency for academic and professional purposes.

14.2 TYPES OF INTEGRATED TASKS WITH LAYOUT

1. **Listening and speaking:** In this type of integrated task, test takers listen to a recording of a lecture or conversation and then respond to questions or give a short talk summarizing the main points. For example, in the TOEFL speaking section, test takers might listen to a lecture about a topic such as biology or history and then give a spoken response summarizing the main points or responding to questions about the lecture. This type of task assesses listening comprehension, speaking ability, and integrating information from the listening task into a spoken response.

Layout:

- Test takers listen to a recording of a lecture or conversation
- Test takers respond to questions or give a short talk summarizing the main points

Sample question:

You will hear a conversation between two students discussing a group project they are working on. After the conversation, you will have 30 seconds to prepare a response summarizing the main points. Then, you will have 60 seconds to speak your response. Listen to the conversation and summarize the main points.

2. **Reading and writing:** This type of integrated task involves reading a passage or article and then writing a response or essay that synthesizes information from the text. For example, in the IELTS academic writing task 1, test takers are given a chart or graph and must write a short report summarizing and analyzing the information presented in the chart. This type of task assesses reading comprehension, writing ability, and integrating information from the reading task into a written response.

Layout:

- Test takers read a passage or article
- Test takers write a response or essay that synthesizes information from the text

Sample question:

Read the following passage about the benefits of exercise. In a response of at least 150 words, summarize the article's main points and discuss whether you agree or disagree with the author's argument.

3. **Listening, reading, and writing:** This type of integrated task requires test takers to listen to a lecture or conversation, read a related text, and then write a response or essay that integrates information from both sources. For example, in the TOEFL integrated writing task, test takers listen to a lecture on a topic and then read a related passage before writing a response that summarizes the main points from both sources. This type of task assesses listening and reading comprehension, as well as writing ability and the ability to integrate information from multiple sources into a written response.

Layout:

- Test takers listen to a lecture or conversation
- Test takers read a related text

- Test takers write a response or essay that integrates information from both sources

Sample question:

You will listen to a lecture on the topic of climate change. After the lecture, you will read an article on the same topic. In a response of at least 250 words, summarize the main points of both the lecture and the article and discuss your opinions on climate change.

4. **Speaking and writing:** This integrated task involves speaking about a topic or situation and writing a response that summarizes or expands on the spoken response. For example, in the Cambridge English First (FCE) speaking test, test takers might be given a topic to discuss with a partner and then asked to write a summary or reflection on the topic. This type of task assesses speaking and writing ability and the ability to integrate information from a spoken task into a written response.

Integrated tasks assess a range of important language skills, including listening, reading, speaking, and writing, as well as critical thinking and the ability to integrate information from multiple sources. By requiring test takers to use language in an integrated way, these tasks provide a more realistic and authentic assessment of language proficiency than traditional tests that focus on isolated language skills.

Layout:

- Test takers speak about a topic or situation
- Test takers write a response that summarizes or expands on the spoken response

Sample question:

You will have 60 seconds to describe your favourite holiday or vacation. After speaking, you will have 5 minutes to write a response summarising your spoken answer and discussing why this holiday or vacation is significant to you.

❖ **Check your progress 1:**

1. How do integrated tasks in language proficiency tests differ from traditional tests that focus on isolated language skills?

2. What are the key language skills assessed in integrated tasks, and why are they important for measuring language proficiency?

3. How can the integration of multiple language skills in integrated tasks provide a more realistic and authentic assessment of language proficiency?

4. Which type of integrated task assesses listening comprehension, speaking ability, and the ability to integrate information from the listening task into a spoken response?
 - a) Listening and speaking
 - b) Reading and writing
 - c) Listening, reading, and writing
 - d) Speaking and writing

5. In which type of integrated task do test-takers read a passage or article and then write a response or essay that synthesizes information from the text?
 - a) Listening and speaking
 - b) Reading and writing
 - c) Listening, reading, and writing
 - d) Speaking and writing

6. Which type of integrated task requires test takers to listen to a lecture or conversation, read a related text, and then write a response or essay that integrates information from both sources?
 - a) Listening and speaking
 - b) Reading and writing
 - c) Listening, reading, and writing
 - d) Speaking and writing

14.3 LIST OF INTEGRATED QUESTIONS

Test Name	Integrated Task	Skills Assessed
TOEFL	Integrated Speaking Task	Listening comprehension, speaking, ability to integrate information
IELTS	Academic Writing Task 1	Reading comprehension, writing, ability to synthesize information
TOEFL	Integrated Writing Task	Listening and reading comprehension, writing, ability to integrate information from multiple sources
Cambridge English First (FCE)	Speaking and Writing Task	Speaking, writing, ability to integrate information from spoken task into written response

PTE Academic	Integrated Reading and Speaking Task	Reading comprehension, speaking, ability to summarize and synthesize information
CELPIP	Integrated Listening and Writing Task	Listening comprehension, writing, ability to integrate information

- TOEFL - Test of English as a Foreign Language
- IELTS - International English Language Testing System
- Cambridge EnFCE - First Certificate in English
- PTE Academic - Pearson Test of English Academic
- CELPIP - Canadian English Language Proficiency Index Program

14.4 LIST OF USEFUL OPEN EDUCATIONAL RESOURCES (OERS)

1. **Edutopia:** Edutopia is a website that provides resources for teachers, including resources for language teachers. They offer a variety of resources on language learning, including integrated tasks. Their resources include articles, videos, and lesson plans.
2. **Open Education Global:** Open Education Global is a platform that provides access to a wide range of OERs. Their language learning resources include integrated tasks that can be used to develop students' language skills. The resources are organized by language, level, and skill, making it easy to find materials that are relevant to your students' needs.
3. **American Council on the Teaching of Foreign Languages (ACTFL):** The ACTFL is an organization that promotes the study and teaching of languages. They offer a range of resources for language teachers, including integrated tasks. Their resources are designed to help teachers develop their students' language proficiency in a variety of contexts.
4. **Open Culture:** Open Culture is a website that provides access to a wide range of free online courses and resources. Their language learning resources include integrated tasks that can be used to develop students' language skills. The resources are organized by language, level, and skill, making it easy to find materials that are relevant to your students' needs.
5. **MERLOT:** MERLOT is a platform that provides access to a wide range of OERs. Their language learning resources include integrated tasks that can be used to develop students' language skills. The resources are organized by language, level, and skill,

making it easy to find materials that are relevant to your students' needs.

14.5 TOOLS TO CREATE INTEGRATED TASKS

1. **Quizlet:** - Quizlet allows you to create flashcards, quizzes, and study games that can be used for integrated language practice. You can incorporate images, audio, and text to create a variety of engaging activities.
2. **Edmodo:** - Edmodo is an online learning platform that provides tools for creating and sharing integrated language practice materials. You can create quizzes, assignments, and discussions that incorporate text, audio, and video content.
3. **Google Docs:** - Google Docs is a cloud-based document editor that can be used to create integrated language practice materials. You can collaborate with others in real time, add images and videos, and share your work with others easily.
4. **Canva:** - Canva is a graphic design tool that allows you to create visually engaging materials for language practice. You can incorporate images, text, and multimedia elements to create attractive and informative integrated tasks.
5. **Hot Potatoes:** - Hot Potatoes is a suite of tools for creating interactive language practice activities, including integrated tasks. You can create a variety of activities, including quizzes, crosswords, and matching exercises, that incorporate text, audio, and images.

14.6 TIPS FOR CREATING INTEGRATED TASKS

1. **Understand the test format and requirements:** Before creating any integrated tasks, it's important to thoroughly understand the format and requirements of the language proficiency test your students will be taking. This will help you ensure that your tasks align with the test and help your students develop the necessary skills.
2. **Choose appropriate sources:** To create effectively integrated tasks, you need to choose appropriate sources relevant to the language skills your students need to develop. Ensure the sources are varied and representative of the materials they will encounter on the test.
3. **Focus on skills integration:** Integrated tasks should require students to integrate multiple language skills (such as reading, writing, listening, and speaking) in a coherent and organized way. Ensure that your tasks are designed to help students develop these skills and can be completed within the time constraints of the test.

4. **Provide clear instructions:** Clear and concise instructions are essential for students to understand what is expected of them. Make sure your instructions are easy to follow and include examples if necessary.
5. **Incorporate feedback:** Provide feedback on your students' performance on the integrated tasks and help them identify areas where they need to improve. Encourage them to reflect on their own strengths and weaknesses and work towards developing a deeper understanding of the language skills required for success on the test.
6. **Use technology and multimedia:** Technology and multimedia can be effective tools for creating engaging and interactive integrated tasks. Use tools like videos, podcasts, and interactive activities to help students develop their language skills and reinforce their understanding of the materials.
7. **Practice with real test materials:** Use real test materials (if available) to help your students become familiar with the format and types of tasks they will encounter on the test. This will help them feel more confident and prepared on test day.

❖ **Check your progress 2:**

1. How can teachers utilize integrated tasks to enhance their students' language skills?

2. What are some benefits of incorporating OERs in the creation of integrated tasks for language learning?

3. How can the use of technology and multimedia enhance the effectiveness of integrated tasks in language practice?

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8. Which organization offers resources specifically designed to help teachers develop their students' language proficiency through integrated tasks?
- a) Edutopia
 - b) Open Education Global
 - c) American Council on the Teaching of Foreign Languages (ACTFL)
 - d) Open Culture

9. Which tool allows you to create flashcards, quizzes, and study games for integrated language practice?
- a) Quizlet
 - b) Edmodo
 - c) Google Docs
 - d) Canva

10. What is an important factor to consider when creating integrated tasks?
- a) Choosing sources that are relevant to the students' language needs
 - b) Providing clear instructions
 - c) Focusing on skills integration
 - d) All of the above

14.7 LET'S SUM UP

The unit on integrated tasks in language testing is designed to help students understand the concept of integrated tasks, develop language skills, enhance critical thinking skills, practice test-taking strategies, and improve their test scores. The unit may include topics such as the types of integrated tasks, test formats, strategies for interpreting and synthesizing information from multiple sources, and tools for creating integrated tasks. The unit may also provide sample questions and activities for students to practice their skills and strategies. The ultimate goal of the unit is to help students become more confident and proficient in their language skills and better prepared to perform well on language proficiency tests.

14.8 REFERENCES

- Gottlieb, Margo, and Gisela Ernst-Slavit. *Assessing English Language Learners: Bridges to Educational Equity*. 2nd ed., Corwin Press, 2014.
- Shohamy, Elana, and Orly Lewis. *Language Testing: Theories and Practices*. 2nd ed., Palgrave Macmillan, 2018.
- Celce-Murcia, Marianne, Donna Brinton, and Marguerite Ann Snow. *Teaching English as a Second or Foreign Language*. 4th ed., National Geographic Learning, 2014.
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- Hughes, Arthur. *Testing for Language Teachers*. 2nd ed., Cambridge University Press, 2003.

Answers of MCQs

Check Your Progress – 1 Answers: 4-A, 5-C, 6-D

Check Your Progress – 2 Answers: 4-C, 5-A, 6-D

:: STRUCTURE ::**15.0 Objectives****15.1 Introduction to E-Resources for Language Testing****15.2 Benefits and Limitations of Using E-Resources for Language Testing****15.3 Using Different E-Resources for Language Testing****15.4 Integrating E-Resources for Language Testing into a Comprehensive Language Learning Plan****15.5 Let Us Sum Up****15.6 References**

15.0 OBJECTIVES

The objectives of the unit on integrated tasks are:

- Introduce students to various e-resources for language testing, and explore their benefits and limitations.
- Encourage reflection on language learning progress and the effectiveness of e-resources.
- Provide guidance on integrating e-resources into a comprehensive language learning plan.

15.1 INTRODUCTION TO E-RESOURCES FOR LANGUAGE TESTING

In the current digital age, the landscape of language testing has undergone a remarkable transformation with the advent of e-resources. E-resources, also known as electronic resources, encompass a wide range of digital tools and platforms specifically designed to facilitate language learning, assessment, and evaluation. These resources have revolutionized how language proficiency is tested and have become integral to language education.

E-resources include diverse digital applications and online platforms catering to various aspects of language testing. These resources are aimed at enhancing the efficiency, effectiveness, and accessibility of language assessment, providing educators and learners with many options to support language learning and evaluation processes.

E-resources offer numerous advantages in the field of language testing. One of the key benefits is their ability to provide convenience and flexibility to both educators and learners. With online language proficiency tests, language learning apps, virtual language laboratories, web-based assessment tools, and automated writing evaluation systems, language testing can now be conducted remotely and anytime. This flexibility allows students to engage in self-paced learning and assessment, accommodating their needs and schedules. In addition, E-resources offer immediate feedback and personalized learning experiences. These resources can identify students' strengths and weaknesses through interactive exercises, adaptive assessments, and intelligent algorithms, providing targeted instruction and individualized feedback. This personalized approach enhances students' learning outcomes and increases their motivation and engagement in the language learning process.

It is essential to recognize that while e-resources have numerous benefits, they also have certain limitations. For instance, reliance on technology can pose challenges regarding technical issues, access to reliable internet connections, and computer literacy. Additionally, the automated nature of some e-resources may not capture the full complexity and nuances of language proficiency, especially in areas such as oral communication and creative writing. Educators and students must be aware of these limitations and employ a balanced approach by integrating e-resources with traditional language testing methods.

15.2 BENEFITS AND LIMITATIONS OF USING E-RESOURCES FOR LANGUAGE TESTING

The use of e-resources in language testing brings about many benefits, but it is important to consider their limitations. Educators and learners can make informed decisions about incorporating e-resources into language testing practices by exploring these advantages and drawbacks.

Benefits:

1. **Convenience and Flexibility:** E-resources provide convenience and flexibility in language testing. With online language

proficiency tests, learners can take assessments remotely and at their own pace, accommodating various schedules and locations. This flexibility allows for greater accessibility and convenience for both learners and educators.

2. **Immediate Feedback and Personalized Learning:** E-resources often offer immediate feedback and personalized learning experiences. Through interactive exercises and intelligent algorithms, learners receive instant feedback on their performance, allowing them to identify areas for improvement and focus on their individual learning needs. This personalized approach enhances learning outcomes and motivates learners to engage in the language learning process actively.
3. **Enhanced Engagement and Motivation:** Many e-resources incorporate interactive elements, gamification features, and multimedia content, which enhance learner engagement and motivation. These resources promote active participation and a positive learning experience by making language learning more interactive and enjoyable.
4. **Access to Rich Learning Materials:** E-resources provide learners access to many learning materials, including audio and video resources, authentic texts, interactive exercises, and practice assessments. These resources expose learners to diverse linguistic contexts, authentic language use, and relevant content, which enriches their language learning experience.

Limitations:

1. **Technical Challenges:** One of the limitations of e-resources is the reliance on technology, which can present technical challenges. Issues such as limited internet access, connectivity problems, or technical glitches can hinder the smooth usage of e-resources and impact the reliability of language testing.
2. **Limited Validity in Some Language Skills:** While e-resources can effectively assess specific language skills, such as reading and listening comprehension, they may have limitations in evaluating skills that require human interaction and subjective judgment. Skills like oral communication, creative writing, and nuanced language use may be more challenging to assess accurately through e-resources alone.
3. **Potential for Cheating or Gaming the System:** As with any digital assessment tool, there is a risk of cheating or gaming the system with e-resources. Learners may find ways to manipulate or bypass the assessment process, compromising the validity and reliability of the results. Educators must be vigilant in

implementing appropriate measures to ensure the integrity of language testing conducted through e-resources.

4. **Individual Differences and Learning Styles:** E-resources may not cater to all learners' diverse learning styles and preferences. Some learners may thrive in self-paced online assessments, while others may require more interactive face-to-face interactions for effective language testing. Considering individual differences and providing a balanced approach that combines e-resources with other assessment methods is crucial.

❖ **Check your progress 1:**

1. What advantages do e-resources offer in language testing?

2. What are the limitations of exclusively relying on e-resources for language testing?

3. How do e-resources promote engagement and motivation in language learning?

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4. Which of the following is NOT a benefit of using e-resources in language testing?
- a) Convenience and flexibility
 - b) Immediate feedback and personalized learning
 - c) Enhanced engagement and motivation
 - d) Limited access to learning materials
5. What is one of the limitations of e-resources in language testing?
- a) Enhanced engagement and motivation
 - b) Technical challenges
 - c) Access to rich learning materials
 - d) Personalized learning experiences
6. Why is it important to consider individual differences and learning styles when using e-resources in language testing?
- a) To enhance engagement and motivation
 - b) To address technical challenges
 - c) To ensure a comprehensive assessment of language proficiency
 - d) To provide immediate feedback

15.3 USING DIFFERENT E-RESOURCES FOR LANGUAGE TESTING

In today's digital age, e-resources have significantly transformed language testing practices by offering diverse options for assessment and evaluation. This topic explores the utilization of various e-resources in language testing and highlights their unique features and benefits.

1. Online Language Proficiency Tests:

Online language proficiency tests provide a convenient and flexible way to assess language skills. This section discusses the structure and features of these tests, such as multiple-choice questions, timed sections, and adaptive assessments. It also explores interactive test preparation strategies, including sample questions, practice tests, and strategies for improving test performance.

2. Language Learning Apps:

Language learning apps have gained popularity for their gamified approach to language acquisition. This section delves into how these apps engage learners through interactive exercises, quizzes, and challenges. It also focuses on the role of language learning apps in vocabulary building and skill development, providing learners with a personalized and interactive learning experience.

3. Virtual Language Laboratories:

Virtual language laboratories offer simulated language experiences that replicate real-life language interactions. This section explores how these labs provide opportunities for learners to practice their language skills in a controlled and immersive environment. It emphasizes the importance of virtual language laboratories in improving pronunciation, oral communication, and overall language proficiency.

4. Web-based Assessment Tools:

Web-based assessment tools enable learners to assess their language proficiency and track their progress. This section discusses the benefits of self-assessment and progress tracking through online platforms. It also explores how web-based assessment tools offer authentic writing and reading activities, allowing learners to practice and enhance their language skills in real-world contexts.

5. Automated Writing Evaluation Systems:

Automated writing evaluation systems provide instant scoring and feedback on written assignments. This section highlights the advantages of using these systems in language testing, including efficiency, consistency, and immediate feedback. It also explores how automated writing evaluation systems can enhance writing skills by identifying errors, providing suggestions, and guiding learners towards improvement.

By utilizing these different e-resources for language testing, educators and learners can benefit from the convenience, personalized learning experiences, and immediate feedback they offer. However, it is essential to be aware of the limitations of relying solely on e-resources and integrate them with traditional language testing methods to ensure a comprehensive language proficiency assessment.

15.4 INTEGRATING E-RESOURCES FOR LANGUAGE TESTING INTO A COMPREHENSIVE LANGUAGE

Learning Plan

Integrating e-resources into a comprehensive language learning plan can significantly enhance language acquisition and proficiency. This topic focuses on the steps involved in effectively incorporating e-resources into a language learning plan to maximize learning outcomes.

1. Establishing Language Learning Goals and Objectives:

The first step in integrating e-resources is establishing clear language learning goals and objectives. This section emphasizes the importance of defining specific goals for each language skill area, such as speaking, listening, reading, and writing. Next, it explores how e-resources can be aligned with these goals to create a cohesive and structured learning plan.

2. Identifying Suitable E-Resources for Each Skill Area:

To ensure the integration of appropriate e-resources, it is crucial to identify the most relevant resources for each skill area. This section delves into the process of evaluating and selecting e-resources that align with the learning goals and cater to learners' specific needs and preferences. In addition, it highlights the importance of considering factors such as the resource's content, interactivity, adaptability, and effectiveness in addressing learners' skill gaps.

3. Creating a Personalized Learning Schedule:

Integrating e-resources requires careful planning and organization. This section explores the creation of a personalized learning schedule that incorporates the selected e-resources effectively. It discusses strategies for allocating time to each skill area, incorporating regular practice sessions, and balancing e-resource usage and other language learning activities. It also emphasizes setting realistic milestones and monitoring progress to ensure the learning plan remains on track.

By integrating e-resources into a comprehensive language learning plan, learners can benefit from the convenience, flexibility, and personalized learning experiences these resources offer. However, it is important to continually evaluate the effectiveness of the e-resources, adjust the learning plan as needed, and provide learners with guidance and support to maximize their language learning journey.

❖ **Check your progress 2:**

1. How can online language proficiency tests and interactive test preparation strategies enhance the effectiveness of language assessment and evaluation?

2. In what ways do language learning apps contribute to vocabulary building and skill development?

3. What are the advantages of using virtual language laboratories in improving pronunciation, oral communication?

4. Which features are commonly found in online language proficiency tests?
- a) Multiple-choice questions and timed sections
 - b) Interactive speaking exercises and video-based assessments
 - c) Text-based writing tasks and real-time feedback
 - d) Gamified quizzes and vocabulary-building games
5. How do web-based assessment tools benefit language learners?
- a) They provide authentic writing and reading activities.
 - b) They offer virtual language laboratory experiences.
 - c) They enhance pronunciation and oral skills development.
 - d) They provide instant scoring and feedback on written assignments.
6. What is one advantage of using automated writing evaluation systems in language testing?
- a) They provide immediate feedback and suggestions for improvement.
 - b) They offer simulated language experiences for learners.
 - c) They allow learners to track their progress and assess their proficiency.
 - d) They enhance vocabulary building and skill development

15.5 LET'S SUM UP

This unit provides students with a comprehensive introduction to the world of e-resources for language testing. By exploring the various types of e-resources available, students will gain practical experience and exposure to innovative tools that can enhance their language learning journey.

15.6 REFERENCES

- Gottlieb, Margo, and Gisela Ernst-Slavit. *Assessing English Language Learners: Bridges to Educational Equity*. 2nd ed., Corwin Press, 2014.
- Shohamy, Elana, and Orly Lewis. *Language Testing: Theories and Practices*. 2nd ed., Palgrave Macmillan, 2018.
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- Hughes, Arthur. Testing for Language Teachers. 2nd ed., Cambridge University Press, 2003.

Answers of MCQs

Check Your Progress – 1 Answers: 4-D, 5-B, 6-C

Check Your Progress – 2 Answers: 4-A, 5-A, 6-A

:: STRUCTURE ::**16.0 Objectives****16.1 Introduction****16.2 Importance of Digital Portfolios****16.3 Types of Digital Portfolios****16.4 Process of maintaining your portfolio for this programme****16.5 Fundamentals of digital portfolio creation****16.6 Sample Digital portfolio Structure and example****16.7 Let's Sum Up****16.8 References****❖ Check Your Progress**

16.0 OBJECTIVES:

In this unit, we shall discuss

- Concept and Importance of digital portfolio
- Learning context for digital portfolio in this programme
- Understand the process of digital portfolio creation as part of this programme

On completing this unit, you should be able to

- Understand the importance of a digital portfolio
- Incorporate a digital portfolio in your learning process of this programme
- Create your portfolio with the help of the Instructions given to you.

16.1 INTRODUCTION

The invention and gradual development of technology has helped a lot to make our lives more purposeful. The interchange of information provided by technology has helped individuals to develop more knowledge that is now rapid and available in business, entertainment, and education. Instructors, like learners, are discovering novel methods to employ technology in their institutions and classrooms.

Technology is a self-reflection tool that allows students to broaden their vocabulary, acquire new languages, receive information from cross-cultural viewpoints, and interact with topic knowledge. ESL (English as a Second Language) is required due to the fast growth of technology and changing behaviours of pupils. It is for this reason that technology has become so important in the acquisition of foreign languages. This is particularly relevant because developing a digital portfolio is a fantastic chance for students and instructors to develop a wide range of skills.

According to Ittleson and Lorenzo and (20054),

A Digital-portfolio is a digital collection of artifacts, examples, resources, and accomplishments that reflect the person, group, or institution. It can consist of graphic, text-based, or multimedia components that are archived on DVD. . . . E-portfolios encourage reflection. (p. 2)

The following is what Garrison (Garrison & Ring, 2013) identifies as components

of what she calls a “true Digital Portfolio”:

- It is digital.
- It provides an account of the author's experience and achievements.
- It contains reflection.

The purpose of this unit is to help you understand and create additional learning portfolios to improve your learning.

FROM HARD-COPY TO DIGITAL PORTFOLIOS

A collection of items that serve as a student's portfolio are typically included in a hard copy portfolio. Students should not only save their best work, but also occasionally reflect on it.

In architecture, photography, academia, film, and media production, printed portfolios are often used as examples and showcases of student work. We have found portfolios to be excellent tools for students in these and other fields to demonstrate their abilities. Student portfolios are essential tools for demonstrating student learning and creating a student-centered learning environment. Portfolios are an important tool for demonstrating student learning and facilitating the development of a student-centered learning environment. In order to support and improve learning, this method entails utilising more proactive strategies.

Students changed their learning habits and acquired new abilities as a result of producing a digital portfolio, which was not the case when they created a hardcopy portfolio. Reynolds and Labissiere (2003) list the further advantages:

A Digital Portfolio requires the development of several skill sets, each of which enhances the student's ability to engage more deeply with what has already been learned. For example, hyperlinking, which is the primary activity of building a website, forces students to make new connections with what has previously been learned. Such hyperlinking practices, we argue, encourage metacognitive skills development. (pp. 2–3)

Difference in Hard copy Portfolio v/s Digital Portfolio

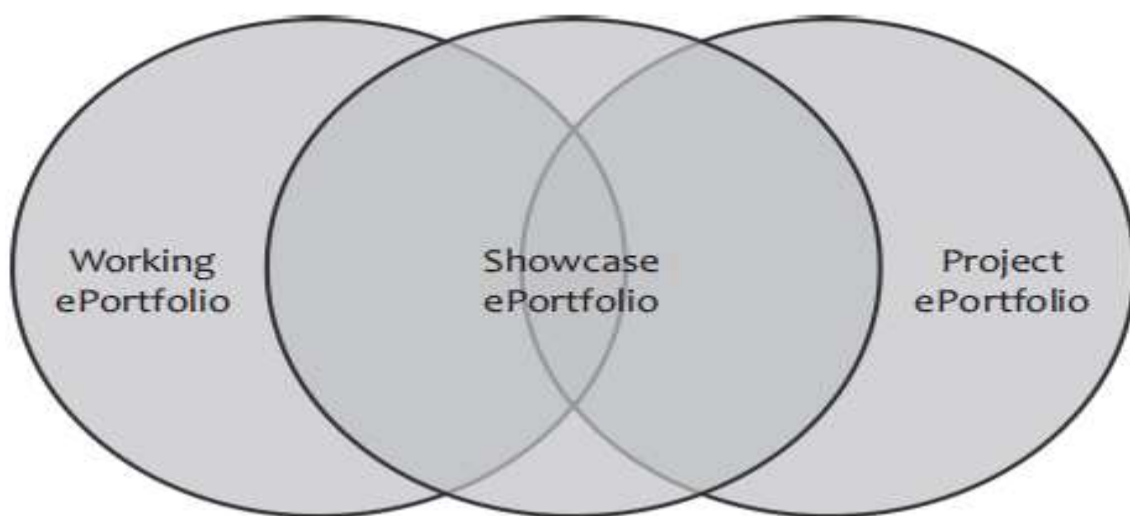
Hard-Copy Portfolio	ePortfolio
Work done by an individual	Work done by individual but can be a collaborative effort
Limited audience—generally instructor/artificial	Students control who can see but can be used in multiple ways for multiple audiences
Difficult to keep and store over time	Online storage
	Hyperlinking—critical thinking exercise in and of itself
Viewed usually from beginning to end, one page at a time	Reader creates own journey using links and navigation system
	Emphasis on what students can do
May include student reflection on work, rarely over more than one course	Creates opportunity for student reflection and integrating learning
Primarily written work	Students can demonstrate learning in multiple modes—visual, oral, written, video

(Patton, 2003)

16.2 IMPORTANCE OF DIGITAL PORTFOLIOS

Digital portfolios are a useful tool for promoting deep learning. Students can determine the standards they will employ based on their peers' work to show that their projects are of the highest calibre by building Digital Portfolios in groups and discussing ideas, strengths, and critiques.

16.3 TYPES OF DIGITAL PORTFOLIO:



(Patton, 2003)

All of the course's learning outcomes are crucial. With the help of Digital Portfolio, students can demonstrate their skills in all of them or in a select few of them. Furthermore, it allows students to explain how they can get involved to others.

Students must record all or some of the activities they carried out in the course and examine their knowledge using defined reflective prompts in their working Digital Portfolio. The artefacts are maintained in their **working Digital Portfolio**. The creation of the above mentioned Digital Portfolio intends to support students in developing a space to reflect and accumulate a wide range of items and information. Students have to select something to display, which is why the reflecting and collecting phase is critical to the process.

Students must capture all or part of the tasks they did during the course and assess their knowledge using customised reflective prompts when working with the digital portfolio. Their active digital Portfolio contains the Artefacts. The **working Digital Portfolio** aims to help students build a space to reflect and collect many objects and

information. To make a showcase, students need to choose something, which is why the reflection and collection part is essential to the process.

Students who make use of a digital portfolio are required to submit all or some of the course assignments and assess their learning using predetermined reflection questions. Artefacts are kept in their live digital portfolio. A digital portfolio's purpose is to help students create a space for reflection and the collection of diverse objects and bits of information. Students must choose an object to create a showcase, therefore the collection and reflection phase is essential to the process.

Digital portfolios require students to list all or some of their assignments from the course and answer predetermined reflection questions about their understanding. To build a showcase, students must select an item, so a contemplative and gathering phase is crucial.

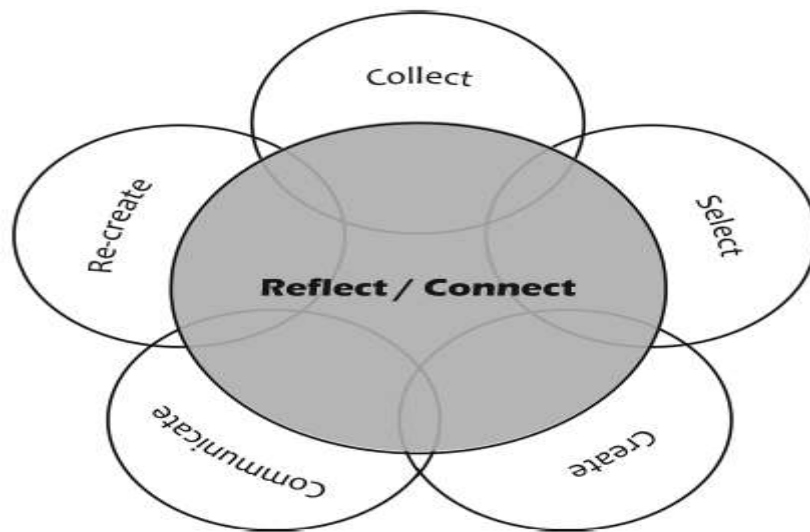
Students can develop **a project or a Digital Portfolio**, which is geared towards illustrating the processes and results of a particular task given in a class or program. They can be either small-group or individual Digital Portfolios. In the case of the traditional lab book assignment, students can make a Digital Portfolio to document the procedure of an experiment, including the method and the result.

The majority of Digital Portfolio tasks are accumulated representations of a student's work in a course or programme. They demonstrate the learner's effort and can be the final result. These portfolios represent the choose, reflect, and assess phase of the Digital Portfolio process. Learners choose their best work for a showcase portfolio and look for constructive criticism and conversation.

16.4 PROCESS OF MAINTAINING YOUR PORTFOLIO FOR THIS PROGRAMME

It is crucial to learn how to put together and encourage the development of any form of digital portfolio. Students must have the opportunity to participate in the process of building their digital portfolio, regardless of the activity. B. L. Cambrige (2002) identifies step by step phases learners might follow to create a digital portfolio that include collecting, selecting, and reflecting. It is used to promote the digital portfolio process and portfolio thinking in multiple courses and programmes as well.

Integrative learning digital portfolio process



(Patton, 2003)

The focus of this process is **the reflection and connection**. The very process of learning from a portfolio is consciously building relationships over time and in context. Reflection is the process of connecting these dots.

Collect part refers to the students collecting artefacts in the process of creating digital portfolios. In this process, it is essential to save copies of their completed assignments, class activities, and other materials related to their studies that include images, research articles, urls of relevant websites and innovative concepts.

The **Select** stage of the procedure is all about developing an overview of Digital Portfolios and several types that comprise Digital Portfolios. Based on the goal and the audience of your Digital Portfolio, it is possible that you could select artworks that show case your most impressive work. In some cases, you could select pieces that show improvement.

The **Create** part is the procedure of creating a digital portfolio, building it using technology and taking decisions about its structure.

This **Communicate** portion in the Digital Portfolio process asks you to think about the goal for this Digital Portfolio and consider their intended audience when creating it. The majority of Digital Portfolios are made for someone else. Furthermore, it is important to note that a Digital Portfolio is not only a one-way communication tool and requires discussion or feedback on the content. This is apparent when

you submit the Digital Portfolio assignment in a course and then receive feedback from your instructor..

The dialog within the digital portfolio may result in the creation part of the process, where new thinking and revision, or the desire to develop the brand new digital portfolio, occurs and can transform the existing portfolio into an eye-catching Digital Portfolio.

16.5 FUNDAMENTALS OF DIGITAL PORTFOLIO CREATION

When designing a digital portfolio, the following points should be considered.

Think about the aims and objectives of the Digital Portfolio.

Do not start to consider using Digital Portfolios with the question of what platform you will use. The most important thing to do is to establish how you intend to utilize this digital portfolio. Knowing your main goals for creating a portfolio will assist you in making an informed choice about how you can implement your Digital Portfolio and what platform you will use.

Think about the content of the Digital Portfolio.

When you've established specific objectives for your digital portfolio, you can then identify what should be in the Digital Portfolio. You may also consider various components that you want to visualize in the Digital Portfolio.

Think about what you place in the URL:

It is suggested for learners studying the Digital Portfolio to create a username. For learners who are studying Digital Portfolios, it is recommended to create a user name. For example, MyPortfolio, MyFirstYear, FinalPort etc are not able to provide specific details. The students need to be specific in the creation of a user name.

Consider how each page of the Digital Portfolio appears:

- Make use of white space. It is hard to read online when web pages are the particular manuscript. It is beneficial to provide white space between paragraphs, pictures, and manuscript for separation.
- This makes reading task easier

- It helps one comprehend what he/she is studying
- It Includes a relevant image or two on each page. The text itself is neither attractive nor intriguing.
- Write about what you think of writing. Utilize short sentences and short paragraphs. Think about using bulleted lists when suitable on the pages.
- Make sure that your welcome note is concise. Tell your readers the purpose of your Digital Portfolio. It Includes illustrations, white space, and short paragraphs and sentences.
- Which platform will I be utilising?

Consider the right platform to create your Digital Portfolio assignment.

There are presently multiple tools accessible to develop Digital Portfolios. Many of these are unrestricted to download, while others are available as a part of learning management software.

The most popular and accessible platforms for building digital portfolios are:

- Google sites (<https://sites.google.com>)
- Wix (www.wix.com)
- WordPress (<http://wordpress.org>)
- Weebly (www.weebly.com)

The platforms listed above provide guidelines for creating digital portfolios through their websites. If you need more ideas or have queries, explore the Internet for various answers or book recommendations in the unit's reference area. You may easily find online videos and other pre-made instructions on the web, ready to be customised to your specifications

16.6 SAMPLE DIGITAL PORTFOLIO STRUCTURE AND EXAMPLE

Organization	Explanation	When Activity occurs in course	Activities/ Assignments that exhibit learning	Reflections	Completed
Welcome page/introduction to digital portfolio					
Learning goals/outcomes					
1					
2					
3					
4					
5					
6					
Philosophy statement or “Who am I?” (digital distinctiveness)					
Collection of Digital documents related to study					
Resume					
Contact Information					

EXAMPLE:



(<https://www.lsu.edu/academicaffairs/cxc/digital-portfolio-examples.php>)

Finally, to create the structure for your Digital Portfolios, recall the aims and objectives of your portfolio. You may build your Digital Portfolio template at the start of the session and then add tasks and projects as the class proceeds.

16.7 LET'S SUM UP

In this module, we go through the idea of a digital portfolio and how it can be a great tool for job advancement. A digital portfolio isn't just about collecting artifacts and uploading them to a website. It is an arduous procedure that needs effort and commitment to learn how to make the necessary connections and integrate and expand one's knowledge.

16.8 REFERENCES

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- **Web Resources:**
- <https://sites.google.com/view/togetherlearning/learn/digitalliteracy/portfolios>
- <https://www.youtube.com/watch?v=lWa87gY73fA>
- https://www.youtube.com/watch?v=aAT_Da1oSSE
- <https://www.youtube.com/watch?v=AfusBcAV06c>

❖ Check Your Progress

1. Project Work on Digital Portfolio Creation:

Prepare a digital portfolio on any of the subjects of your study programme with the help of the portfolio creation platforms discussed in the unit. You need to follow all the guidelines given in the unit. Share your portfolio with your teachers and colleagues for constructive feedback.

2. Attempt the following questions:

1. Which of the following is not a prominent characteristic of the digital portfolio?
 - a. The portfolio reflects a systematic representation of students' development.
 - b. A portfolio involves students in the design, collection, and evaluation
 - c. Portfolio encourages self-regulation by involving the students in the evaluation of their learning program
 - d. The portfolio consists of quizzes and samples of previous years' questions papers
2. Identify the most popular and authentic platform to create a digital portfolio
 - a. Blog
 - b. Twitter

- c. Whatsapp
 - d. Google site
3. A digital collection of work that shows the gradual development of the students' is known as
- a. Rubric
 - b. Data Sheet
 - c. Portfolio
 - d. Site
4. You can create numerous types of portfolios, including those designed specifically to aid you in the above tasks.
- a. Looking for an opportunity to work.
 - b. Recording your research for scholarly purposes.
 - c. Inspiring you to highlight the latest creations of your current studies
 - d. All of the above.
5. The portfolio's content is heavily made up of :
- a. The objective and the purpose of the portfolio
 - b. The student's characteristics are assessed
 - c. The duration of the portfolio
 - d. None of the above

યુનિવર્સિટી ગીત

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

સ્વાધ્યાય: પરમં તપ:

શિક્ષણ, સંસ્કૃતિ, સદ્ભાવ, દિવ્યબોધનું ધામ
ડૉ. બાબાસાહેબ આંબેડકર ઓપન યુનિવર્સિટી નામ;
સૌને સૌની પાંખ મળે, ને સૌને સૌનું આભ,
દશે દિશામાં સ્મિત વહે હો દશે દિશે શુભ-લાભ.

અભણ રહી અજ્ઞાનના શાને, અંધકારને પીવો ?
કહે બુદ્ધ આંબેડકર કહે, તું થા તારો દીવો;
શારદીય અજવાળા પહોંચ્યાં ગુર્જર ગામે ગામ
ધ્રુવ તારકની જેમ ઝળહળે એકલવ્યની શાન.

સરસ્વતીના મયૂર તમારે ફળિયે આવી ગહેકે
અંધકારને હડસેલીને ઉજાસના ફૂલ મહેંકે;
બંધન નહીં કો સ્થાન સમયના જવું ન ઘરથી દૂર
ઘર આવી મા હરે શારદા દૈન્ય તિમિરના પૂર.

સંસ્કારોની સુગંધ મહેંકે, મન મંદિરને ધામે
સુખની ટપાલ પહોંચે સૌને પોતાને સરનામે;
સમાજ કેરે દરિયે હાંકી શિક્ષણ કેરું વહાણ,
આવો કરીયે આપણ સૌ
ભવ્ય રાષ્ટ્ર નિર્માણ...
દિવ્ય રાષ્ટ્ર નિર્માણ...
ભવ્ય રાષ્ટ્ર નિર્માણ