



TESOL Faculty United for Ukraine

Digital Technologies for Teaching English as a Foreign/Second Language

a collective monograph

Zhytomyr

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Колективна монографія розкриває різні аспекти використання цифрових технологій у навчанні англійської мови як іноземної/другої мови (цифровий сторітелінг, мобільні застосунки, інтерактивне навчання і онлайн-ігри, тощо) та надає освітянам і дослідникам ресурс для збагачення їхньої професійної діяльності. Окрема увага приділена цифровим інструментам для впровадження соціально-емоційного навчання та інклюзивної освіти на уроках англійської мови.

Для вчителів англійської мови, методистів, викладачів вищих закладів освіти, науковців, здобувачів вищої освіти.

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PREFACE

In 2023 English was proclaimed one of the languages of international communication and the state has taken obligations to promote the study by citizens of Ukraine. These intentions were documented in the Project of the Law on the Use of the English Language in Ukraine (No. 9432) initiated by the President of Ukraine which was supported by the Verkhovna Rada on November 22nd, 2023.

At the same time, the professional development of pedagogical staff and promoting the creation, implementation, and dissemination of innovative digital tools for learning the English language are mentioned in this Project.

So, the profession of an English teacher is marked by a significant rise in importance and recognition within Ukrainian society. It is worth mentioning that digital literacy plays one of the main roles in the preparation of 21st-century English teachers.

A collective monograph “Digital Technologies for Teaching English as a Foreign/Second Language” is aimed at helping pre-service and in-service English teachers as well as University educators implement digital tools in their English language classes, giving them ways to do it, and showing the perspectives of using modern educational digitalized approaches and methods.

The book was written by eight authors who represent higher educational establishments from all parts of Ukraine - Rivne, Melitopol, Sloviansk, Zhytomyr, Sumy, Berdiansk, and Poltava. We are also one of the 30 participants of the excellence program “Professional Development for Instructors of Pre-Service EFL Teachers” organized and conducted by Childhood

Education International (the USA) with the support of the Regional English Language Office Kyiv in 2023.

The tight collaboration within this program and the wish to improve the pre-service English teachers' preparation has led to joining all participants in the TESOL Faculty United for Ukraine community. The current monograph is the result of its work within the excellence program.

We hope this book ignites teachers' and researchers' curiosity, inspiring them to delve deeper into the world of digital tools for teaching English.

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Chapter 1.

INTRODUCTION TO DIGITAL LEARNING

1.1. Digital Transformation of Education: Challenges and Strategies

Successful digital education is about creating more and better opportunities for learning and teaching for everyone in the digital age.
(European Commission, 2023)

The digital revolution has significantly shaped social life, both globally and locally. It's propelled the shift from analog to digital platforms, seen in the transition to digital TV and the rise of apps for different purposes like booking tickets or learning languages. The COVID-19 pandemic highlighted what has already existed for a decade in a new era, speeding up the digitization process and its formal recognition in many, if not all, fields of social life, including education.

The results of the survey conducted by the European Commission (2023) and shown in the "Proposal for a Council Recommendation on the Key Enabling Factors for Successful Digital Education and Training" have witnessed that during COVID-19 lockdowns, educators' digital competence significantly impacted learning quality. Less than half of EU teachers (49.1%) had ICT training, with only 39% feeling prepared to use digital technologies for teaching. It is mentioned in the Proposal that equipping educators with digital pedagogy skills is crucial. Authorities and stakeholders must empower teachers, enabling them to optimize technology for effective teaching and learning).

Digitization is ubiquitous and irreversible, and education is no exception in this process. As Neil Selwyn (2011) claims, digital change in education is justified in two ways: internal improvement, as technology enhances education, and external influence, driven by society's overall digitization. Thus, both factors emphasize the increased necessity of digital technology within educational settings due to its potential for positive change and alignment with broader societal trends.

Digital literacy is a must-have competence for 21st-century educators and researchers as it opens the doors not just for digital teaching as a necessity of modern times but for cooperation and professional development.

In 2020, the International Science Council (2020) highlighted the pivotal role of digital tools in fostering international scientific cooperation and access to crucial data. This accessibility extends to policy-makers and citizens alike, with far-reaching implications for science and society, extending beyond the pandemic crisis. The Council prioritizes establishing robust infrastructure to enhance digital technology use in the scientific community and worldwide.

There are some steps already taken within the education policy regarding digital education (for all participants of the educational process – learners, teachers, researchers, and authorities) in the European Union and Ukraine in particular, which has declared its European integration.

For instance, the proclaimed goal of the UNICEF Regional Digital Learning and Transformation of Education Strategy (RDLS) for Europe and Central Asia (ECA) is “to unlock the potential of edtech¹ to transform learning opportunities, make education systems more resilient, and ensure effective education delivery to achieve inclusive, equitable and lifelong learning for all children”. This Strategy centers on three core

¹ “EdTech (Education Technology): includes a wide range of technologies, hardware, software, services and digital resources used to conduct, support or enhance teaching and learning, and facilitate education management and operations.” (UNICEF, 2023, p. 4).

objectives: bridging the digital gap for equitable access for all children; optimizing educational technology for enhanced learning outcomes; and fortifying edtech governance and readiness to build quality education systems. So, UNICEF prioritizes eight key areas in the ECA region: connectivity and devices, accessibility, diverse learning paths for marginalized children and youth, learners’ digital literacy, teacher training, digital learning content and platforms, personalized learning, and edtech governance. The Strategy harmonizes with UNICEF’s global and regional Education Strategies, the Reimagine Education initiative, and UNICEF’s global digital learning principles (UNICEF, 2023, p. 10).



Figure 1. UNICEF’s global digital learning principals

The European Commission (2023) proposes the Digital Education Action Plan 2021-2027 mentioned in the “Proposal for a Council Recommendation on the Key Enabling Factors for Successful Digital Education and Training”. The Plan outlines two strategic focuses to attain digital readiness for education and training systems: nurturing a high-performing digital education ecosystem and boosting digital skills and competencies for digital transformation.

The Ministry of Education and Culture of Ukraine (2021) pinpointed digital transformation in education and science as a key objective for 2021 and afterward. Concrete steps, such as

approving the Concept of Digital Transformation of Education and Science of Ukraine, providing electronic learning resources, and participating in initiatives like the European Open Science Cloud (EOSC), are in the pipeline to develop and implement.

Adapting education to technological advancements, especially in the face of recent challenges like the COVID-19 pandemic and the Russian invasion of Ukraine, is crucial. This urgency emphasizes the need to integrate digital technologies into education promptly. For example, distance schools like the All-Ukrainian online school, which has performed well during quarantine periods, or SchoolToGo, which proposes online education according to Ukrainian state standards for refugee students of grades 1-11 with the possibility of obtaining state-standard education documents.

The global transition towards digitalization has irrevocably altered societal dynamics. Education is obliged to be current and, as a result, integrated within the digital world. As evidenced by initiatives like the UNICEF Regional Digital Learning and Transformation of Education Strategy and the European Commission's Digital Education Action Plan 2021-2027, the urgent need to equip educators and institutions with digital competencies is paramount. In a world facing challenges like the pandemic and geopolitical tensions, adapting education swiftly to technological advancements is not just a necessity but a means of resilience. With the proactive integration of digital tools into education, it stands poised to overcome difficulties, foster inclusivity, and empower learners in an increasingly digitized world. Consequently, educators increasingly focus on using digital technologies and tools across various levels to meet these evolving demands.

1.2. 'Digital' Terminology and Digital Competencies

Every new approach, whatever field of scientific thought is taken, requires clarification of its terminology which, in turn, requires time and fruitful discussion. For instance, the variety of 'technology' terms (digital technology, educational technology, information technology, information, and communication technology) highlights the practice of using technologies in the educational process by educators.

Neil Selwyn (2011) suggests, that most of the discussions are on what was once denoted as 'information and communications technology', 'computerized technology', and other variations of 'information technology'. Technically, these terms encompass computer-based systems, specifically software applications and computerized devices. Their functions include the generation, manipulation, storage, transmission, and distribution of data. To simplify, Selwyn insists on using the overarching term 'digital technology' which encompasses various facets of modern technology application within educational settings (devices, software, applications, World Wide Web content, services, and applications, etc.).

While terminology is still under discussion, in this respect, it is better to rely on official documents and their glossaries.

Thus, according to the UNICEF Regional Digital Learning and Transformation of Education Strategy, **digital learning** is a "teaching and learning process that entails the use of digital technologies, including in online or offline environments, using distance, hybrid or in-person modalities" (UNICEF, 2023, p. 4). The key word is *digital*, which means that digital learning utilizes digital technologies, tools, and resources for educational purposes. It encompasses online courses, e-books, websites, multimedia presentations, mobile apps, and so on that are created, distributed, and accessed digitally and can be used by teachers and learners.

In the European Framework for the Digital Competence of Educators, we find the definitions of digital technology and digital tools.

So, **digital technology** is considered “any product or service that can be used to create, view, distribute, modify, store, retrieve, transmit, and receive information electronically in a digital form”. Christine Redecker, the author of the Framework, states that “digital technologies” serves as the umbrella term encompassing computer networks such as the internet, along with the array of online services they support (e.g., websites, social networks, online libraries), diverse software types (e.g., programs, apps, virtual environments, games), whether accessed online or locally installed. This also includes a broad spectrum of hardware or “devices” (e.g., personal computers, mobile devices, digital whiteboards), along with all forms of digital content, such as files, information, and data. According to this, digital technologies are categorized into digital devices, digital resources (=digital files + software + online services), and data (Redecker, 2017, p. 90).

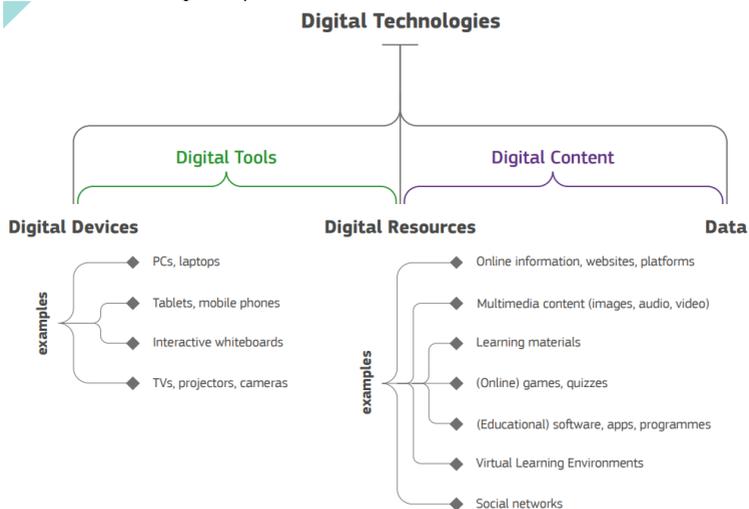


Figure 2. Key concepts used in DigCompEdu

Such categorization makes the process of understanding all the “digital” terms more sensible and logical. In our book, we take this scheme as a working version, where digital technologies include digital content (resources and data) and digital tools.

Digital content is considered all forms of content stored in digital data, enabling creation, distribution, modification, and storage through digital technologies. It includes web pages, social media, data, audio (like mp3s), e-books, images, videos, games, and software (Redecker, 2017, p. 90).

One more term that is necessary to clarify is **digital tools**. Redecker defines it as “digital technologies used for a given purpose or for carrying out a particular function of e.g. information processing, communication, content creation, safety or problem-solving” (Redecker, 2017, p. 90). For example, online storytelling dice is a digital tool for making stories by learners to enhance their speaking skills.

Digital tools centered around the user can revolutionize education, alleviating teachers’ administrative tasks. Moreover, these tools aid educators in adjusting their methods and educational systems to disruptive technologies like generative artificial intelligence and other rapidly emerging innovations, which are swiftly integrated into learners’ environments, carrying both potential opportunities and risks (European Commission, 2023, p. 2).

So, digital learning (as teaching and learning itself) requires using a variety of digital technologies (digital tools and digital content) for specific educational purposes. But, in any case, the role of a teacher (as a moderator, a facilitator, an educator) in this process is difficult to overestimate.

As mentioned in the Digital Education Action Plan 2021-2027, teachers play a pivotal role in the successful integration of digital technologies in education and training. Given their unique position in shaping future generations, teachers require specific support, from their establishment in particular and

authorities in general, to seamlessly incorporate digitalization into their teaching methods, ensuring it serves students and fosters inclusive and accessible learning environments (European Commission, 2023, p. 5).

The importance of educators’ digital competencies underscores their crucial role in navigating the integration of technology within education, ensuring it optimally benefits students and fosters inclusive learning environments. So, this issue has to be highlighted.

The Joint Research Centre (JRC), the European Commission’s science and knowledge service, has presented the European Framework for the Digital Competence of Educators by Christine Redecker (2017). The proposed framework breaks down a teacher’s digital competence into six primary components, each encompassing 22 competencies. The six components are professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners’ digital competence.

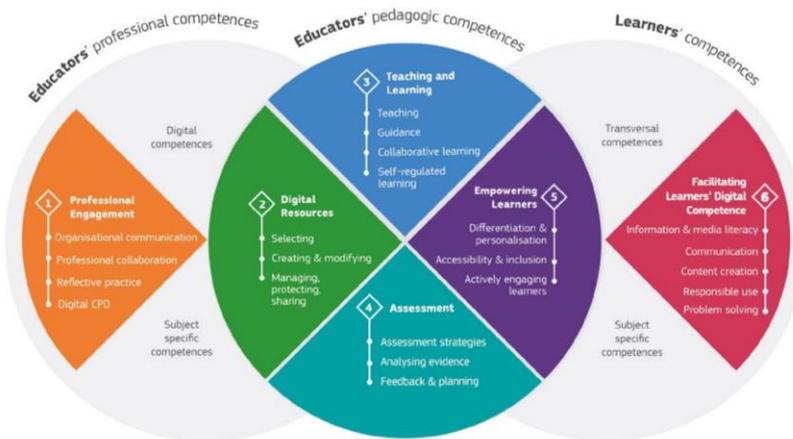


Figure 3. Synthesis of the DigCompEdu Framework

In this framework, 22 educator-specific digital competencies are explained and described within 6 areas, whereas developing each is important for implementing digital

learning in general. Thus, Area 1 (Professional Engagement) focuses on the expansive professional sphere: educators utilize digital technologies to interact with colleagues, learners, parents, and other stakeholders. It serves both individual professional growth and contributes to the collective advancement of the organization. Area 2 (Digital Resources) examines the essential skills required to responsibly use, craft, and distribute digital materials for educational purposes. Area 3 (Teaching and Learning) specifically concentrates on coordinating and overseeing the integration of digital tools in educational practices, both teaching and learning. Area 4 (Assessment) delves into leveraging digital methodologies to improve assessment techniques. Area 5 (Empowering Learners) centers on harnessing the capabilities of digital technologies to support learner-centered teaching and learning methods. Lastly, Area 6 (Facilitating Learners' Digital Competence) outlines the pedagogical skills necessary to cultivate students' digital proficiency (Redecker, 2017, p. 8-9).

The list of possible activities is given for every competence. For instance, competence 2.1. (Selecting digital resources) activities might be: "to formulate appropriate search strategies to identify digital resources for teaching and learning; to select suitable digital resources for teaching and learning, considering the specific learning context and learning objective; to assess the usefulness of digital resources in addressing the learning objective, the competence levels of the concrete learner group as well as the pedagogic approach chosen" (Redecker, 2017, p. 44).

The European Framework for the Digital Competence of Educators can be considered a real roadmap for teachers and researchers in order to understand digital competencies correctly and, as a result, enhance them.

For example, Kozlitin et al. (2020) have developed a model for training pre-service primary school teachers for project activities using digital technologies. The model involves

the development of electronic resources for conducting a formative experiment in two stages: 1) usage of e-courses (e.g., “Project activities in educational institutions”, “Integrated thematic project learning”) that form a general digital competence and prepare participants for the use of the project method; 2) pre-service educators choose a variety of courses to master further specific digital tools, such as “Using Scratch at Elementary School Lessons”, “Lego-Mindstorms and Arduino Research Projects”, “Virtual Elementary School Classes”, and “Video Blogging for Educators”. So, such systematic preparation of teachers’ digital competence is beneficial for further implementation of digital learning in their work.

This monograph deals mostly with enhancing competencies from the second and third areas of the Framework as one of the key competencies for educators is “to effectively identify resources that best fit their learning objectives, learner group, and teaching style, to structure the wealth of materials, establish connections and to modify, add on to and develop themselves digital resources to support their teaching”, and fundamental one is teaching that “refers to designing, planning and implementing the use of digital technologies in the different stages of the learning process” (Redecker, 2017, p. 20).

To sum up, developing educators’ digital competencies becomes pivotal for leveraging technology effectively, thus ensuring it caters to students’ needs and fosters learning environments. This monograph primarily focuses on augmenting competencies aligned with effectively identifying and utilizing digital resources for optimal teaching strategies.

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Chapter 2. DIGITAL STORYTELLING FOR ENGAGED EFL LEARNING

2.1. Introduction to Digital Storytelling in EFL Classes

Storytelling is a vital tool in education that transfers experience and knowledge to the next generation, therefore catching the attention of researchers and educators worldwide. In recent years, they have been finding ways to integrate storytelling, including in digital format, across all levels of learning.

As a teaching method, storytelling is gaining popularity in proportion to the awareness by teachers and methodologists of its effectiveness and relevance to the reception by modern learners of information of different volumes and content. Alterio (2003) encapsulates the essence of learning through storytelling as an endeavor to genuinely address humanity's innate quest to extract significance from experiences, share this significance with others, and in the process, garner insights into both the self and the surrounding milieu.

Simultaneously the 21st-century digital revolution has been determining the direction for many processes of social life, and education isn't an exception. Accordingly, the digitalization of education as a holistic system and its components will be the focus of teachers and researchers henceforward.

Therefore, overall investigation of digital storytelling is rather a necessity than a simple interest.

For instance, a noteworthy finding by Abdelmageed and El-Naggar (2018) underscores the integration of conventional oral storytelling techniques with the

technological arsenal available in modern twenty-first-century classrooms, thereby giving birth to digital storytelling. Leong and Mohamad (2018) delve into the positive aftermath of employing tablet-based digital storytelling for honing English language skills, especially among fledgling ESL learners. Expanding the discourse, Panchenko (2020) expounds upon the applications of digital storytelling within the realm of adult education.

Najat Smeda, Eva Dakich, and Nalin Sharda (2014) conceived and validated the e-Learning Digital Storytelling (eLDiSt) framework, which is considered a pedagogical model in the context of a constructivist approach to education. Their study focuses on how to implement digital storytelling in the classroom, describes a digital storytelling practicum, and explains teacher roles and student tasks; that is, a clear idea of how to integrate digital storytelling into school education is presented (p. 7).

As for the terminology, this question is still under discussion. Hessler and Lambert (2017) mentioned two ways to define digital storytelling – as a genre and a tool for pedagogy, and even more, as pedagogy itself. The first definition refers to media that gives everyday people the opportunity to compose and communicate stories about and by themselves. Those digital stories can be used as tools for pedagogy to educate learners on critical digital literacy, civic literacy, and self-awareness. Moreover, the scholars' accent on digital storytelling being pedagogy, "a considered perspective on what teaching and learning can be", proving digital storytelling has always been "an approach that is potentially transformative rather than narrowly instrumental" (p. 22-23).

Taking into account the process of objectivization of the term "digital storytelling" we use the common way to interpret it, actually like storytelling itself, as a pedagogical method.

The difference between digital storytelling and so-called regular one is the digitization of stories, using computer

programs, and internet platforms to create visual content. This facilitates the process of information perception by young people with clip thinking because the visualization of information attracts their attention and creates interest in a particular topic or discipline in general, which teachers should use both when working in the classroom and during distance or blended learning.

When incorporating storytelling into the classroom, it is essential to bear in mind that each story should adhere to a traditional framework that encompasses a well-defined beginning, middle, and end. This fundamental narrative framework is the cornerstone of effective communication, ensuring that the story engages the audience, conveys its message effectively, and leaves a lasting impact.

Also, three essential components – a character(s), conflict, and plot, have to be used to enable the creation of actual stories. The framework and its components are the foundations of ancient storytelling, as seen in myths and fairy tales. According to Joseph Campbell (Campbell, 2008) all stories throughout history share common patterns, which Campbell refers to as the “Hero’s Journey”. This journey consists of three main stages:

1. The Call to adventure: the hero is called to adventure and initially resists, but eventually, events conspire against this inertia and catapult the hero onto the road to their destiny.
2. The Initiation: The hero faces their challenges, defeats the villains, and achieves their goals.
3. The Return: The hero returns to their ordinary world, having gained new wisdom and abilities (Campbell, 2008).

These ancient narratives primarily served didactic purposes, aiming to impart experiences and a set of societal norms, including rules of conduct, prohibitions, and incentives. Among the various enduring storylines of myths and fairy tales that educators can employ, four stand out as the most widespread: Elementary plot, Butterfly Effect (also called

Groundhog Day), Cinderella Syndrome (or Success Story), and Quest (or Detective).

The Elementary plot stands as a foundational narrative structure that serves as the core for other plot types. It underlies the majority of familiar fairy tales.

Structure: Protagonist – Goal – Obstacles on the way to the goal (diverse challenges) – Methods to overcome obstacles (various approaches) – Outcome.

This plot is utilized to inspire students, offer guidance, explain processes or phenomena, and explore problem-solving approaches.

The Butterfly Effect (or Groundhog Day) plot takes the form of a “what if...” scenario. The hero must learn life lessons and discern the correct strategy to achieve their goal.

Structure: Hero – Goal – Sequence of the hero’s actions leading back to the starting point – Results based on the hero’s choices – Selection of the correct action strategy (learning from lessons, rectifying mistakes) – An ultimately positive outcome.

The teacher engages students in discussions during the narrative, fostering interaction.

The Cinderella Syndrome (or Success Story) centers on a protagonist transitioning to new circumstances or a higher level of life. The character undergoes self-transformations such as moving from poverty to wealth or from ugliness to beauty. Additionally, students are prompted to explore how the protagonist achieved this transformation.

Structure: Protagonist – Introduction to new situation and conditions – Emergence of challenges/enemies – Character’s actions/manifestation of positive traits – Assistance from allies – Resolution of issues – Final advancement to a new level.

Examples include the fairy tale “Cinderella” and the movie “Beauty and the Beast.” This plot serves the purposes of motivation, process explanation, comparison of processes and phenomena, problem-solving tool selection, and demonstrating process evolution.

Key features encompass the active use of visual aids (presentations, mind maps, infographics, video inserts, etc.) to enhance storytelling impact; clear delineation of “Before” and “After” stages; and the presence of anti-heroes (e.g., virtuous Cinderella versus wicked stepsisters).

The Quest (or Detective) plot centers on a hero embarking on a journey and tackling diverse challenges. This storyline can be found in works like “Captain Grant’s Children,” “The Snow Queen,” “The 12 Labors of Hercules,” and “The Wizard of Oz.” The Quest narrative has roots in myth and folklore, and researchers like Carl Jung and Joseph Campbell (Campbell, 2008) have explored its archetypal significance. Writers like Christopher Vogler (Jones, 2017) have applied these concepts to modern storytelling, providing a framework for understanding the hero’s journey in various narratives.

Structure: Protagonist – Goal – Locations (points of the quest) – Resolution of specific challenges at each location – Attainment of minor achievements – Realization of the primary objective.

This plot serves purposes such as modeling problematic situations, solving analytical tasks, honing skills and abilities, and elucidating procedures. Employing these activities enables educators to foster a learning environment that bolsters learners’ speaking skills, primarily focusing on their development.

Such traditional storytelling is especially effective in teaching English because engages learners to produce their own texts, in written or oral form, thus enhancing their communicative language competence and making them active and more fluent users of the language. So, EFL classes can involve students crafting stories based on a predetermined set of vocabulary words or images as prompts, adhering to specific plot structures.

In addition, storytelling improves students’ 21st-century skills – creativity, problem-solving, emotional intelligence,

communication, critical thinking, etc. as they engage with the narrative. For instance, in the Elementary plot, which serves as a foundational structure, students are prompted to create stories that encompass a protagonist, a clear goal, obstacles to overcome, various problem-solving methods, and an ultimate resolution. It motivates students and aids in explanation and problem-solving skill development.

However, the approach shifts when considering digital storytelling in EFL classes. Digital storytelling integrates technology into the narrative creation process, adding layers of multimedia elements like images, audio, and video to enhance the storytelling experience. It aligns with modern teaching methods and caters to the digitally literate generation of students.

Digital storytelling doesn't solely rely on word lists or predefined plot structures. Instead, students engage with a broader range of resources, such as digital images, sound effects, and recorded voiceovers, to construct their narratives. The process transcends mere language proficiency, as students must also consider visual and auditory elements to effectively convey their stories. Multimedia allows for the creation of visually distinct characters, each with their own unique traits and personalities. Visual cues, such as images or animations, can provide a clear representation of the character's appearance, expressions, and emotions. This visual dimension not only aids in understanding but also sparks empathy and connection, as learners can relate to the characters on a more personal level. Multimedia provides the tools to vividly depict settings and environments. Through images, videos, or interactive maps, learners can explore the world in which the story unfolds.

This approach enables the utilization of various storytelling models. The Butterfly Effect plot, for instance, encourages students to explore "what if" scenarios, making choices that lead to diverse outcomes. Students must not only

narrate but also visually depict the consequences of their decisions, fostering a comprehensive understanding of cause and effect.

In the Cinderella Syndrome, students can create stories that emphasize character transformations using multimedia tools. They can visually present the transition from a “before” state to an “after” state, employing images and audio to reflect the character's journey.

When employing digital storytelling, the Quest or Detective plot can be enriched by incorporating interactive elements. Students can design multimedia presentations where the audience actively participates in solving challenges and guiding the protagonist’s journey, thereby enhancing problem-solving and language skills.

Digital storytelling revolutionizes the way we convey narratives, leveraging technology to engage and captivate the modern audience, especially those with a penchant for visual content. It represents a fusion of the age-old art of storytelling with the dynamic possibilities of digital media. This approach transcends the boundaries of traditional methods, offering a realm where creativity knows no limits.

In the fast-paced digital age, where information competes for our attention, digital storytelling holds a unique place, providing an effective means to educate, inspire, and entertain. As technology continues to evolve, the potential for digital storytelling is boundless, offering an exciting future where stories are not just told but experienced.

When it comes to integrating digital storytelling into the classroom, it’s essential to explore a diverse range of tools, including infographics, scribing, mind maps, comics, various video formats (such as explainers and animations), interactive presentations, and more. The choice of tool should be influenced by the lesson’s topic and objectives, the content being covered, and crucially, the creative and technical skills of the teacher or students in the context of active learning (Shkola & Saliuk, 2022).

Empowering students to create their digital stories serves as a potent motivational force, enabling them to express their creativity. This enriches their language skills and profoundly influences their motivation to engage with language learning as a whole, with a significant emphasis on enhancing their speaking and writing prowess.

The versatility of digital storytelling extends to its applicability in different educational scenarios, whether it's in traditional classroom settings (offline) or within the realm of distance or blended learning. In higher education, digital stories prove invaluable for introducing new material, fostering meaningful conversations, and simplifying abstract or conceptual topics for better comprehension, aligning with Bernard's (2008) observations.

Students who embark on the journey of crafting digital stories learn the art of organizing their thoughts, articulating opinions, posing questions, building narratives, and effectively sharing ideas and information in a distinctive and relevant manner.

The mode of employing digital storytelling can be tailored to individual or group work dynamics. In a group setting, students are encouraged to collaboratively discuss the topic and assignment, actively communicating throughout the story creation process while sharing responsibilities (such as speaker, note-taker, leader, etc.). Collaborative work in digital storytelling not only enhances comprehension but also fosters essential communication skills.

Thus, by aligning digital storytelling with Bloom's taxonomy of learning outcomes, this teaching method offers a significant contribution to overall learning improvement. Through this dynamic approach, students are not just acquiring language skills; they're deeply engaging with content, nurturing critical thinking, and actively participating in their own learning.

2.2. Digital Storytelling Tools for Improving Speaking Skills

Speaking is considered an integral part of people's daily lives, interactions, and social and situation-based activities, which language learners develop because they should use language for communication instead of learning about language.

In this case, storytelling can be beneficial because it has the power to encourage students to explore their unique expressiveness and can heighten a student's ability to communicate and express their thoughts and feelings whereas language is a tool for this purpose.

According to Scott Thornbury (2005), "Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories learners not only practice an essential skill, but they can also get to know one another: we are our stories". So, practicing storytelling has consistently been a primary method for honing oral communication skills in the classroom (p. 95-96).

Scholarly voices such as Alterio (2003), Zipes (2004), Bondarenko (2019), and Hych (2015) concur on the efficacy of storytelling as an educational method that catalyzes the refinement of verbal communication aptitudes. Moreover, digital storytelling is capable of heightening students' interest in learning while mitigating their anxiety as users of a target language, particularly in speaking, thanks to digital technology (Nair, 2022, p. 4).

There are various strategies for employing digital tools to tell stories thereby augmenting students' speaking proficiency as well as creativity and collaboration. They encompass leveraging multimedia elements, interactive platforms, and mobile apps to cultivate a dynamic environment conducive to honing communication competencies. Through the integration of such technological resources, students can

refine their speaking abilities while engaging in creative narrative construction.

For instance, **online dice for storytelling**. Instead of 1 to 6 sides like on traditional dice, storytelling dice contain specific images that can be interpreted. Students compose a story individually, in pairs, in mini-groups, or a whole class (one student - one picture - one sentence), as an improvisation (if speaking skills are on intermediate level and higher), or as a prepared task.

The theme is better to declare in a general way (for example, friendship, love story, adventure, winter holidays, etc.) since the dice fall out randomly and sometimes it is difficult to weave one or another picture into the story. Therefore, the generalization of topics gives students more space for creativity and their interpretations. The choice of a theme might also be made according to the topic vocabulary learned previously; the target grammar may also be focused.

After announcing the topic, students choose a character (characters), think through the plot (introduction, development, conclusion), create a story, and present it. Teachers can propose using Elementary, Butterfly Effect, Cinderella Syndrome, and Quest plots (their structures are mentioned in chapter 2.1) for students who are more familiar with the process of storytelling.

Online dice for storytelling usually have 5 or 9 sides which a user can roll to change the pictures. Those pictures, which are concepts and symbols but not just a word, must be linked in a holistic story, but the order of using pictures might be instructed taking into account the capability of students to interpret and create fluently. Usually, the story starts with the first picture and moves step by step to the last; if there are 9 sides, the first three might be used for introduction, the next three for development, last three for the conclusion, but this way isn't a rule. For some learners it could be difficult to interpret pictures in the order the pictures are given, therefore

they can mix them to create a story but then point out the picture while presenting.

Here are links and QR codes to online storytelling dice:

- <https://davebirss.com/storydice-creative-story-ideas/> (a)
- <https://www.eslkidsgames.com/esl-story-dice-online> (b)
- <https://eltbuzz.com/storytelling/storygen/> (c)

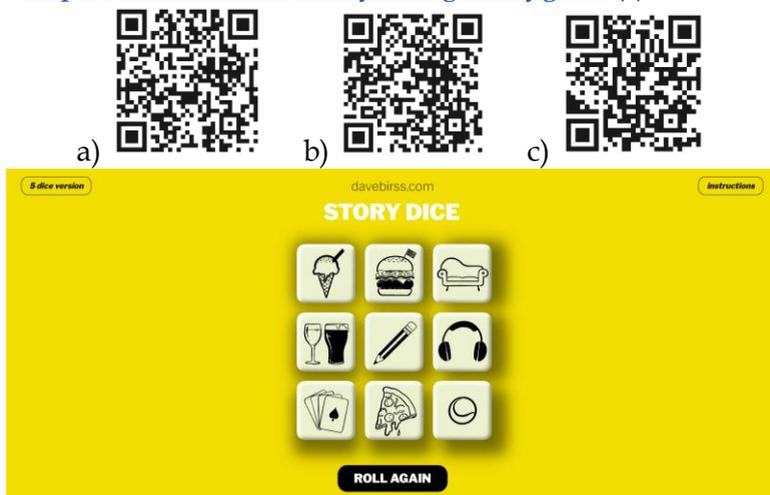


Figure 1. Online storytelling dice on davebirss.com

Utilizing online dice for storytelling presents an opportunity for learners to sharpen their speaking skills in a dynamic setting. This method not only encourages students to construct narratives but also prompts them to articulate these stories aloud. By engaging in storytelling individually, in pairs, or in groups, students practice verbalizing their thoughts, ideas, and emotions coherently. The improvisational aspect, particularly for intermediate and advanced speakers, fosters quick thinking and fluency in expressing themselves in the target language. Furthermore, presenting these stories to peers or the whole class cultivates confidence in public speaking, encourages active listening among peers, and offers a platform to receive constructive feedback, ultimately nurturing well-rounded communicators.

Emoji is a digital tool similar to previous and also very productive in encouraging students to speak more while making and presenting their stories. The task based on using emoji is called **Emoji Cave Painting**.

From prehistoric times people used to draw pictures on surfaces (rocks, wood, metal) to send messages to others. The first cave paintings or cave art dates back between 40,000 and 14,000 years ago, for instance, the picture of bison in Altamira caves in Spain.

21st century proposes its own, digital, way to make and send messages through picturing them. The history begins in 1982 when Scott Fahlman, an American computer scientist and a professor emeritus at Carnegie Mellon University, invited the first *emoticons* (a blend of the English words “emotion” or “emote” and “icon”) which are emotions expressed by punctuation marks (Streets, 2023):

:-) to convey a joke
:-(to convey the seriousness
¯_(\ツ)_/¯ shrugging man

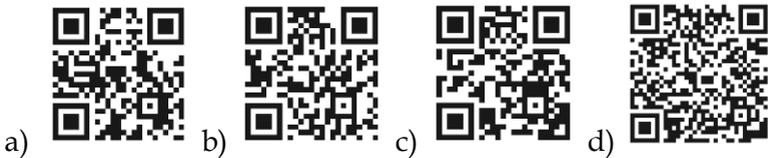
The next generation of digital picturing information appeared in 1999 when Shigetaka Kurita, a Japanese artist involved with Japan’s mobile carrier DOCOMO’s “i-mode” platform, pioneered *emojis*. The term “emoji” originates from merging the Japanese words for “picture” (絵, pronounced eh) and “letter or character” (文字, mōji), embodying the emergence of emoji as a modern visual language. So, Kurita aimed to streamline communication by using small 12-by-12 pixel images to represent information (but not emotion), like weather forecasts or technology, within the mobile interface. Kurita’s initial set of 176 emojis is now housed in New York’s Museum of Modern Art (Pardes, 2019).



Figure 2. The first set of 176 emojis designed by Shigetaka Kurita in 1999

According to Emoji 15.1 of the Unicode Standard, in 2023 there are 3,782 approved emojis. This standard is crafted to facilitate the utilization of text composed in major global writing systems (Broni, 2023), so the particular emoji can be interpreted correctly by any user from all over the world thus becoming, in this respect, a sort of lingua franca of the 21st century (of course, with some exceptions like an interpretation of gestures in different cultures). All these emojis are collected in emoji libraries:

- <https://emojipedia.org/> (a)
- <https://getemoji.com/> (b)
- <https://openemoji.org/> (c)
- <https://unicode.org/emoji/charts/full-emoji-list.html> (d)



Although the question of considering emoji as a specific language is being discussed by Evans (2017), Danesi (2017), Miller et al. (2016), Veszelszki (2017), and other scholars, this digital phenomenon is opened to interpretations and is raising its popularity among users. Leonardi (2022) acknowledges that “If emojis can be interpreted in different ways, it makes sense

to believe that different people could produce different acceptable emoji translations of the same source text. Furthermore, different interpretations of emojis also imply different translation interpretations on behalf of readers who, especially in the case of translation entirely written in emojis without words or text, can provide a wide range of meanings and interpretations” (p. 10). Aside from the issue of how to read a source text translated into emojis and to translate the emoji backward, our focus is to use emojis linked in one story and encourage learners to interpret them in their own way and tell stories behind these emojis.

Emoji Cave Painting is a storytelling game where students create a story with the help of various emojis, and share it or they can “leave a message” to their classmates and ask them to solve it, thus developing speaking skills and creativity. The emoji stories must be shown to others via social messengers (Telegram, WhatsApp, etc.), in a Zoom conference chat, or on online boards for collaboration like JamBoard, Miro, and Padlet, by uploading emojis in PNG or JPG formats.



Figure 3. Story created via emojis

Instructions for Emoji Cave Painting:

1. Preparation. Firstly, a teacher introduces the activity to students highlighting that emoji must be linked to a holistic story, each emoji means some part of it, pointing out that emoji isn't a word but a concept. Secondly, the teacher ensures all students have access to the chosen online platform and can share emojis.

2. Emoji Cave Painting Creation. Students think of a plot and characters and then select emojis representing situations. Here they may use some particular vocabulary or grammar according to lesson goals.

3. Sharing “Emoji Cave Painting”. Students share their

emoji stories by uploading the selected emojis onto the chosen platform.

4. Guessing Game. Once everyone has uploaded their stories classmates are invited to solve these emoji-based puzzles and tell the stories. After discussing and guessing the original story is presented. If there is a lack of time, students only present their stories without guessing their classmates’.

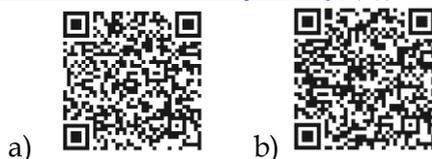
5. Discussion and Reflection. After the guessing round, the teacher encourages discussions about the various interpretations. It is worth mentioning how different combinations of emojis can convey different stories, promoting an understanding of diverse perspectives.

Except for uploading emojis in PNG or JPG format to the platform or using ones from messenger libraries, students can work on the platform *Icon Stories* (<https://www.icon-stories.ch/>) with their story editor. On the top panel, there is a variety of themed icons and emojis organized categorically, the dropdown menus allow users to switch between these themes and incorporate verbs or actions into a story with the “Do Pictograms”. There are also speech bubbles that may be used to show the character’s thoughts or conjunctions. Then emoji stories can be downloaded in a picture format.



Figure 4. Story created on the platform Icon Stories

One more way to make an Emoji Cave Painting is to use some emoji translators (for instance, *Vista Social platform: [Translate text to emoji with this emoji translator | Vista Social](#)* (a)) or generators like *Emoji Meanings Generator ([Emoji Meanings Explained: Translate Any Emoji](#))* (b).



A user can write a brief plot of the story and a platform generates it into an emoji story. Although the number of printed letters and spaces is limited to 200 it's a good tool if there's a lack of time. While using the translators it is important to mention that not all concepts have emoji analogues so select the necessary words for translation but then use expanded vocabulary while telling stories based on these emojis. Below is a 6-word story "The dog was running home in windy weather" translated to emojis and back via digital tools.



Figure 5. Story translated to emojis through Vista Social

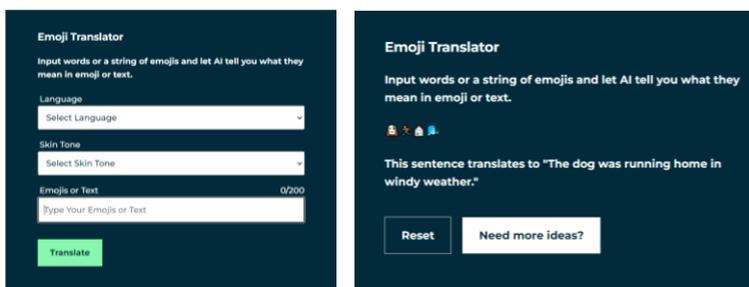


Figure 6. Interface of Emoji Meanings Generator

Colm Boyd, a materials writer and British Council teacher in Barcelona, proposes a **chain story with emojis** for a straightforward speaking exercise. One learner initiates the

story with a sentence, then another adds a sentence, continuing the narrative. In an emoji chain story, each new sentence is inspired by an emoji image. To facilitate this, it's helpful to have a set of 20 to 30 emojis. They are shown to students randomly one by one who use an emoji as inspiration to craft a related sentence. For instance:

“Learner A (‘Joy’ emoji 😊): Alberto was feeling extremely happy yesterday because it was his wedding day ...

Learner B (‘Rage’ emoji 😡): ... But suddenly he felt furious when he realized that his friend had forgotten to bring the rings to the ceremony...” (Boyd, 2018).

So, storytelling based on emojis (Emoji Cave Painting, chain stories) serves as a holistic learning experience, emphasizing creativity, communication, and empathy among students. The process of crafting stories through emojis leads to creative expression, language integration, critical thinking, skills of communication and speaking in the target language. Moreover, students comprehend and respect diverse interpretations, realizing how different combinations of emojis convey unique stories.

Utilizing **mobile apps** in EFL classes can help learners become more confident language users because of the apps’ gaming structure which can help reduce anxiety and inconfidence - common barriers in speaking. App markets offer a variety of products that allow users to make or choose the character and voice it thus practicing speaking and pronunciation skills actively.

For instance, Nair and Md Yunus (2022) have analyzed the perspectives of the *Toontastic 3D app* for digital storytelling within the concept of Mobile-assisted Language Learning. It is a three-dimensional storytelling tool equipped with narration and the capability to record the user’s voice. Users can harness this program’s potential by customizing the characters based on the narration, scene, and storyline it generates. The researchers have incorporated this app into ESL lessons to

“assist students in speaking English effectively and improving their vocabulary abilities, it also contributed to the pedagogical process by encouraging active involvement among students” (p. 6-7). Thirty-five students (11-year old, intermediate and low level of English) participated in the experiment during which everyone created 6 digital stories individually and shared them with peers in telegram. Comparing the results of the pre-test and post-test the researchers have concluded the effectiveness of digital storytelling in improving learners’ speaking skills as seen in Table 1 (p. 9-10).

Table 1. Students’ level of speaking ability (pre- and post-tests) in Nair and Md Yunus’s research

Test Score	Level of Ability	Frequency		Percentage	
		Pre Test	Post Test	Pre Test	Post Test
80–100	Excellent	0	5	0%	14.3%
60–79	Good	5	16	14.3%	45.7%
50–59	Average	12	10	34.3%	28.6%
0–49	Poor	18	4	51.4%	11.4%

In their work, the researchers stand that utilizing Toontastic 3D enabled meeting various students’ needs and simultaneously encouraged them to develop and practice their speaking skills. The outcomes suggest that students’ inclination to engage in digital storytelling is significantly shaped by their positive experiences with e-learning. The test findings highlight the potential of digital storytelling to stimulate students’ interest in learning and improve their speaking skills (Nair & Md Yunus, 2022, p. 10).

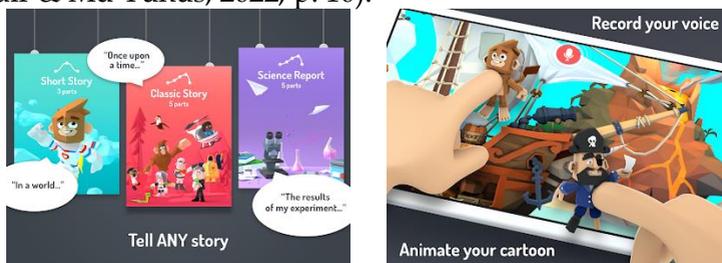


Figure 7. Toontastic 3D app interfaces

Several mobile apps enable the recording of users' voices so they can tell a story. For example, in the *ChatterPix Kids app*, students can download any image, animate its mouth, and record their voice to narrate a story or a monologue as a character. This app is simple to use and fun because you can make anything "talk", and storytelling doesn't take a lot of time to prepare because the recording has a limit of 30 seconds. Observation of students shows that they maintain enjoyment using this app while practicing their speaking skills.

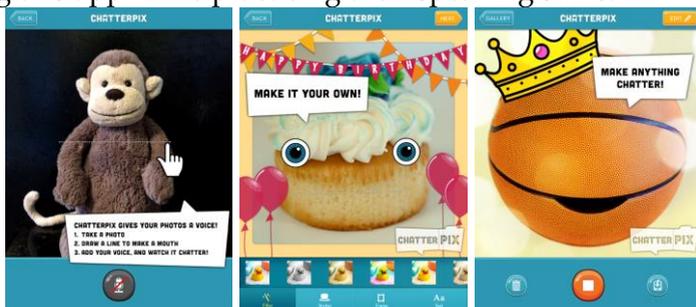


Figure 8. ChatterPix Kids interfaces

Narration via mobile apps might be not only individual work but a task for a team. Collaboration with peers in making stories enables students' active learning in a comfortable environment. According to Wahyuni, Sujoko, & Sarosa (2018), students' speaking abilities can be enhanced through a digital storytelling project. This method fosters a more natural use of language, motivating students to engage in discussions and negotiations within English-speaking group work. As a result, students experience a boost in confidence as they communicate without anxiety in these smaller group settings. The objectives of the researchers' study, the participants of which were thirty-six senior high school students, are twofold: first, to ascertain the impact of Project-Based Learning (specifically digital storytelling) on enhancing students' speaking skills; second, to analyze the students' learning motivation upon its implementation (p. 162-163).

Incorporating digital storytelling, in this respect, involves several key steps. Firstly, students craft a story, that develops critical thinking and linguistic knowledge. Next, they engage in audio recording, honing their pronunciation, stress, and intonation patterns. Subsequently, students capture images or videos, practicing image scanning and editing to bolster their visual and technological literacy. Then, they merge various media types onto a timeline, incorporating audio, images, and music tracks through video editing. Finally, students present their digital stories, showcasing their speaking skills to the audience (Wahyuni, Sujoko, & Sarosa, 2018, p. 163). The researchers have suggested that the implementation of digital storytelling effectively enhances students' speaking skills and boosts their learning motivation. The results of developing speaking (in the aspects of grammar, vocabulary, pronunciation, fluency, and confidence) are shown: the mean score in the pre-test was 56.55 and improved to 71 in post-test 1, and later to 78.88 in post-test 2 (Wahyuni, Sujoko, & Sarosa, 2018, p. 167). The apps that might be used for a digital storytelling project and allow making videos from still digital images and dubbing them are *iMovie*, *Photo Story*, *InShot*, etc.

Here is the assignment for a digital storytelling project where stories based on one of the plots – Elementary, Butterfly Effect, Cinderella Syndrome, and Quest (structures given in Chapter 1) can be made with the help of video-making apps.

Assignment: Creating a Digital Story Using Narrative Structures

Objective. In this assignment, students will apply their understanding of narrative structures by creating an original story using one of the provided plots: Elementary plot, Butterfly Effect, Cinderella Syndrome, or Quest. This exercise will allow them to practice storytelling and speaking while they will dub the characters as well as showcase their creativity, in particular, in using digital tools.

Instructions.

1. **Introduction.** A teacher introduces the assignment to students, divides them into mini-groups, and ensures that all students have access to the chosen online platform or app and are familiar with its utilization, otherwise, it would take time to explain how to create a video and dub it.
2. **Plot Selection.** Students choose one of the four narrative structures: Elementary plot, Butterfly Effect, Cinderella Syndrome, or Quest. They may pick the one that resonates with them the most.
3. **Storytelling.** Based on the chosen narrative structure, students create a short story with the following elements: characters (primary and secondary) and their words, settings, plot, goal, and outcomes of the adventures. The story may be started with a traditional beginning “Once upon a time...”. Students incorporate specific vocabulary and grammar if it was instructed by the teacher.
4. **Digital Storytelling Preparation.** Students make the storyboard up to 6 scenes. Then they upload the pictures to the app and each member of the group has to dub some character. Adding some effects (visuals, sound effects, stickers, and background music) is optional. Preview the digital story and finalization.
5. **Class Presentation.** Each group present their stories to the class. After the presentation, clearly explain how the story follows the selected narrative structure. The teacher encourages class discussions and peer feedback after each presentation.
6. **Reflection.** Students reflect on the experience of creating and presenting their stories. Consider the challenges they faced and what they learned about storytelling and narrative structures.

Assessment Criteria.

1. **Narrative Structure:** adherence to the chosen narrative structure and clear demonstration of it through characters, settings, plot progression, and outcomes.
2. **Story Development and Creativity:** creation of engaging characters with distinct personalities and dialogue; development of a compelling plot with a well-defined goal and coherent story progression; creativity exhibited in the use of language, incorporating specific vocabulary and grammar.
3. **Digital Storytelling Execution:** effective utilization of digital tools (storyboard creation, image selection, dubbing, and integration of audio elements).
4. **Teamwork and Collaboration:** contribution and collaboration within the team, ensuring equitable participation among members in overall digital storytelling.
5. **Class Presentation and Reflection:** clarity and coherence during the presentation, effectively conveying how the story aligns with the selected narrative structure. Participation in peer feedback and class discussions.

This digital storytelling task, centered on narrative structures, can improve learners' speaking skills. Through voice dubbing and explaining their stories' alignment with chosen structures, students practice communication during presentations and discussions. This hands-on experience enhances oral expression and the confidence to articulate thoughts and ideas effectively.

To sum up, digital storytelling is a promising direction in teaching English because it promotes the development of students' speaking skills, increases the level of their motivation in learning foreign languages due to using digital technologies they are familiar with as 21st-century people, enhances their cooperation and communication thanks to the creation of a comfortable and creative environment.

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2.3. Using Digital Storytelling to Develop Pre-Service English Teachers' Writing and Reading Skills

According to the Common European Framework of References (CEFR) (Council of Europe, 2001; 2020), reading and writing competences belong to the major components of developing communicative competence in English and to the main objectives of pre-service English teacher's training within their professional education curriculum. Still, many students struggle through difficulties in achieving the proper academic standards of reading and writing.

In this light, in search for possible solutions to overcoming students' weakness in writing and reading skills, it is reasonable to consider digital storytelling as a modern interactive method that can be used to develop writing and reading competence.

Storytelling as the teaching technology or method in its essence refers to the field of interactive teaching and learning methodology - it forms the ability to think analytically and synthetically, to form and logically justify one's vision of a problematic situation, to approach the search for ways to solve it in a creative, extraordinary way; justify and critically interpret their life values and decisions; develops the ability to listen to another point of view, to enter into partner communication and interaction, to work together on a task, to solve a problem, while showing tolerance to opponents, tact, benevolence to participants in the communication process (Подосиннікова, 2012; Подосиннікова, & Кривошія, 2022).

Storytelling is significantly different from the concepts of story or retelling of a story, it is deeper and broader, covers not only a certain story, but also the complex creative activity of the speaker, which has a complex structure, the art of

creating a text, its verbal presentation and impact on the listener.

Many scientists emphasize the psychological benefits of using stories in personality development, education and training.

According to W. A. Suzuki, storytelling activates different parts of the brain, which leads to better memorization and reproduction of complex concepts and abstract ideas (Wendy, & Suzuki, 2018).

R. Gupta and Dr. M. Jha (Gupta, & Jha, 2022) point out that storytelling helps one to concentrate on senses and to unfold imagination; it also fosters a connection with the characters which in its turn stimulates the release of oxytocin, the relationships nourishing hormone. They support psychologists W. A. Suzuki and T. S. Parker (Parker, & Wampler, 2007) to emphasize the ability of stories to facilitate the memorization of information, promote the development of mental processes, reveal creative abilities, positively influence the emotional state of listeners, and therefore have a therapeutic effect (Gupta, & Jha, 2022).

These ideas echo in the prominent work “101 Healing Stories for Kids and Teens Using Metaphors in Therapy” by G. W. Burns that outlines the concept of using and composing therapeutic stories for children and teenagers, and also offers a collection of stories on various topics. The researcher is convinced that the use of metaphors and imagery in stories leads to a therapeutic effect, encouraging learners to understand problems and find their solutions (Burns, 2005).

In addition, R. Gupta and M. Jha (Gupta, & Jha, 2022) claim storytelling to encourage the expansion of self-awareness, one’s value orientations, views, life mission in various spheres of life, which aids in coexistence and harmony all around the world (Hibbin, 2016).

With the development of online education and distance learning, digital platforms for creating stories are becoming

increasingly popular as a tool for improving students' writing, grammar and vocabulary skills. These technologies not only provide ample opportunities for distance learning, but also help teachers engage students into a more interactive and thus effective learning process (Amendaño, & Medina, 2016).

While there is no single **definition of digital storytelling**, most emphasize the use of digital media tools including graphics, audio, video and animation to tell a story.

R. Benmayor gives the following definition of digital narrative: "a short multimedia story that combines voice, image and music" (Benmayor, 2008, p. 200).

A. Norman (Normann, 2011) defines digital storytelling as a short story lasting only a few minutes, in which the narrator uses his own voice to tell his own story.

M. Vivitsou offers a holistic view of digital storytelling as a method where, not only digital technologies are introduced into classrooms, but as a metaphor that can revitalize the sense descriptions of education; using digital storytelling as a learning tool makes teachers and learners view and consider teaching practice as: 1) an interactive experience within formal and informal settings, 2) an interpretative experience that aims for communicative purposes, 3) a developmental experience through agentic action, 4) a narrative experience that is both the whole and its parts, 5) agentic professional action that has singular, individual and universal characteristics, 6) aiming for students building identities as computer users and as language users (Vivitsou, 2018).

In the broad perspective, according to M. Vivitsou, storytelling online with digital technologies can be viewed as computer mediated communication that opens the way to non-unitary, non-finite digital literacies and encourages using technologies reflectively and with concern of the context of use (Vivitsou, 2018).

Digital storytelling helps to improve the atmosphere, relieve tension, and establish close contact between the teacher and students in the English classroom (Нагорна, 2020). Digital

stories make it easier to learn educational material, develop communication skills, stimulate imagination, associative and critical thinking, encourage students to communicate, exchange ideas and self-discovery, teach to analyze, draw conclusions, inspires creativity.

Digital storytelling can provide both educators and students with a powerful tool to use in the classroom.

Concerning the actor There are two ways digital storytelling can be benefited in education (Zakaria, & Abdul Aziz, 2019).

The first one is **teacher-created digital stories** when instructors create a digital story as a tool to enhance students' understanding of certain topics or content. The engaging, multimedia-rich digital history can be a very successful way to capture students' attention and increase their interest in learning a subject in general and learning about new ideas in particular.

Teacher-created digital stories can also be used to illustrate the text, reading or writing tasks suggested, as a way to facilitate discussion of the topics presented, or to make abstract or conceptual content more understandable.

Student-created digital stories form a powerful tool to engage students into active learning. This type of activity arouses interest and motivates students of the "digital generation". After viewing examples of digital stories created by educators or other developers, students are given assignments that ask them to explore a topic and reflect a specific point of view. Teachers can assign students to develop a digital story which can be done individually or in a small group. Creating digital stories improves students' general knowledge, digital literacy and academic skills as they would do research on the topic given, search for materials and create a digital story (Zakaria, & Abdul Aziz, 2019).

In the instructional perspective, this way of applying digital storytelling to teaching English reading and writing seems to be the most beneficial.

The research by I. Asrori proves that the use of digital storytelling enhances students' motivation, helps to reduce boredom and improve their English communicative skills, though students' lack of efficient technology skills might cause difficulty and problems in facilitating the digital storytelling process (Asrori, 2021).

Investigations into the field of narrative competencies development indicate how creating a narrative with digital tools allows students to improve the organizational, creative and collaborative competences, in addition to increasing their motivation and interest towards the content to work (Paull, 2002; Zancanaro et al., 2007; Apsari, & Nurbaeti, 2022).

The multi-case study by N. Smeda, E. Dakich and N. Sharda (Smeda, Dakich, & Sharda, 2014) proved that digital storytelling is a powerful tool to engage students into deep and meaningful learning, create engaging and exciting learning environment by integrating instruction with learning activities.

It has also been proved that digital storytelling methodologies can facilitate comprehension, written skills and vocabulary while teaching English (Papadopoulou, & Ioannis, 2010; Lim, & Noor, 2019).

The research by M. Alemi, S. S. Givi and A. Rezanejad (Alemi, Givi, & Rezanejad, 2022) proved that applying digital storytelling to teaching writing enhances students' motivation to write through providing a more enjoyable and learner-friendly teaching context.

Y. Apsari and I. Satriani (Apsari, & Satriani, 2016) found six benefits from the implementation of digital storytelling in teaching English reading and writing, that concern: 1) the development of students' writing ability, 2) the improvement of students' reading comprehension, 3) the development of students' cooperation skill, 4) the increasing of students'

participation in the class, 5) fun learning's atmosphere and 6) the increasing of students' writing interest.

The study by N. Afifah (Afifah, 2017) showed that applying digital storytelling for teaching reading of short stories and the materials development involved bring improvement on the students' academic scores and rise their interest in reading.

The results of the experimental research by N. L. Borong and Sh. M. Yamsonthe (Borong, & Yamsonthe, 2023) clearly indicate that e-learning tools such as digital tools can help in developing students' reading competence and helping them improve scores in content, organization, vocabulary, usages and mechanic.

Some studies demonstrate that in the modern digitalized society electronic tools tend to be more effective in forming students' reading comprehension: digital stories are more interesting to many students than traditional book (paper) story format (Faria, 2011; Indefrey, 2018).

Though at the same time some findings indicate that the students' writing skills were good when using both the traditional (module) and digital storytelling, with only minimal difference between the two approaches. The analysis revealed that the teacher's intervention and initiative play a crucial role in encouraging students to reflect on and cope with their writing weaknesses (Borong, & Yamson, 2023).

Applying digital storytelling in teaching reading and writing, a teacher helps students unfold their creativity and expression, communicate to a wider audience, develop digital competency and research skills, and reach for different audiences and topics (Sharp, 2009; Frazel, 2010; Prada, 2014; Apsari, & Satriani, 2016).

It is worth emphasizing the considerable sociocultural potential in teaching reading and writing that digital storytelling reveals: raising sociocultural awareness, enlarging and deepening of sociocultural knowledge, understanding of

values, norms, cultural heritage of the nation, assimilation of sociocultural material, familiarity with the norms and traditions of behavior in certain situations, formation of the ability and readiness for culture dialogue.

V. Vavouri and M. N. Zafiri (Vavouri, & Zafiri, 2022) claim that using digital tools to record the narration and compile the story fosters: 1) differentiated teaching and learning, 2) collaboration between students, 3) experiential learning and problem-solving, 4) interactivity, 5) developing lower-and-higher-order thinking skills, 6) authentic learning, 7) new and foundational literacies.

The large-scale studies by V. Di Blas and P. Paolini (Di Blas, & Paolini, 2013), who analyzed the digital stories created by foreign language learners revealed that the participants base their digital stories on real life experiences such as travel, helping the elderly, visiting museums and holding scientific research. Digital stories were also developed with the support on meta-subject, had a close relationship with history and science. It was found that through applying digital storytelling students demonstrated increased involvement into the learning process (Di Blas, & Paolini, 2013).

These findings were confirmed by the analysis of the works submitted to the International Digital Storytelling Contest "Life stories to heal and inspire from those who teach and learn English" held at the Department of English Philology and Linguodidactics, Sumy State Pedagogical University named after A. S. Makarenko (Ukraine). It showed that the digital stories created by students allow them to cover current topics from a unique angle, structure topics and participate in reading texts, as well as in their analysis.

Thus, among the functions of storytelling in the formation of English-language communicative competence, the following ones can be distinguished: 1) motivational (activation of students' interest in the topic); 2) unifying (ensuring a friendly team atmosphere in the classroom); 3) communicative (development of communicative skills and abilities);

- 4) influence function (formation of students' value system);
- 5) utilitarian (the ability to convey to students the content of the task or project).

We believe that a separate function of storytelling as a teaching and learning method is an interactive function, that is providing the opportunity for interaction that is intellectually rich, meaningful, problem-oriented, aimed at collaborative active learning and emphasizing the development of critical thinking.

R. A. Bakar emphasizes close connection between digital storytelling, reading comprehension and creativity, that also involves "doing something with what is read" (Bakar, 2019, p. 52). The researcher proposes a new model that reflects the relationship between digital storytelling, reading and creativity (creative response), that closely resonates with the concept of 21st-century literacy skills, which are formed comprehensively, and thus training takes place more effectively.

By R. A. Bakar (2019), digital storytelling will be an effective educational tool if aligned with the seven principles, or elements, that are not prescriptive, but necessary to maintain a logically coherent narrative structures: 1) the point of view, 2) dramatic question, 3) an emotional content, 4) the gift of voice, 5) the power of soundtrack 6) economy (brevity), 7) pacing (Bakar, 2019).

R. A. Baker's model presents the correlation between elements of digital storytelling and students' comprehension and creative response.

It is possible and reasonable to view this correlation as a basis for integrated teaching and learning English reading and writing skills through digital storytelling (Table 1).

Table 1. Integrated Teaching Reading and Writing Skills through Digital Storytelling

Digital storytelling elements	Comprehension (Reading skills learning stages)	Creative response (Writing skills learning stages)
The point of view	Define ideas and relationships	Explore / prepare ideas and incubate
A dramatic question	Make predictions	Make anticipations
An emotional content	Do something with what is read	Imagine and visualize
The gift of voice	Reproduce comprehension by using imagination	Learn to insert textual content, pictures, video, music, songs using specific software
The power of soundtrack	Elaborate comprehension with pictures, music and unique ending	Become acquainted with the innuendos of work
Economy	Go beyond what is read by inserting	Trial and error is exercised Illuminate
Pacing	Evoke many ideas and questions within oneself and to the audience	Evaluate Verify

The finding of the study by A. Nurbaeti and Y. Apsari (Nurbaeti, & Apsari, 2022) proved that implementing of scientific approach in teaching reading in several stages (observing, questioning, experimenting, associating and communicating) through digital storytelling helps students better understand the narrative text, enjoy the classroom activities and become more engaged. The research has shown that using multimedia in teaching helps students retain new information and understand complex material.

As P. Faria puts it, the digitized reading and writing is gaining a new importance not only because of the exponential growth of the specific devices but also because of the increasing

range of the contents available and for their quality. Thus, modern digital stories can include more than just text, images, video and audio, but also interactive elements such as maps, social networks elements (tweets, posts, vines, vlogs, stories, etc.).

In the dimension of digital storytelling tools used and the end project form, the following **types of digital stories** are distinguished (Abdel-Hack, & Helwa, 2014).

1. **Photo reports** present combinations of still images and texts. To make a photo report story students only need to know how take photos and how to make a PowerPoint presentation in which photographs will be placed along with the text.

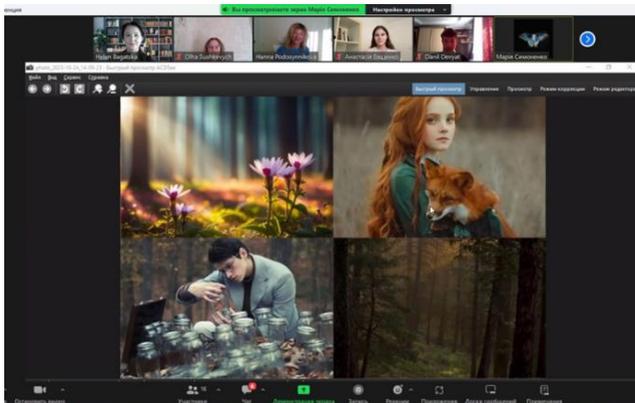


Figure 1. The picture-based digital story

2. **The set of images or short videos** is a combination of words or phrases accompanied with images or videos to create mini-film for a short demonstration. Students or teacher can take several photographs or make videos and bring to the class to put them together, edit and montage, accompany with some written text or voice.

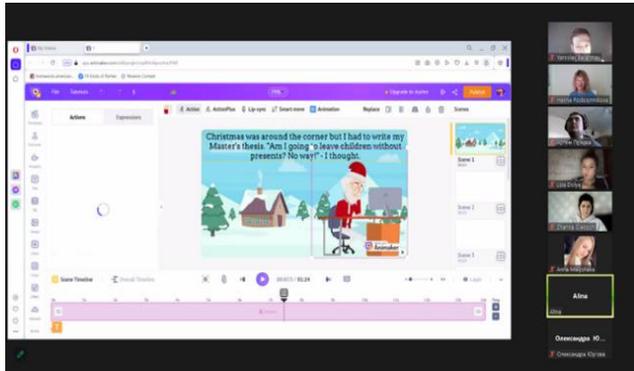


Figure 2. The animated-cartoon-based digital story

3. **Multimedia presentation** is the most commonly used form of creating and presenting a digital story. The presentation is a combination of text and pictures to represent a specific topic. Students generalize the most important ideas and present them in a certain order being expected to be quite proficient and elaborate with creating the product, not limited only by some text written on the slides. Students must be able to clearly formulate their ideas and interact with the audience.



Figure 3. The presentation-based digital story

1. *Staging* is a kind of theatrical presentation of a story on a familiar topic, when students do not focus on mere facts: the emphasis is put on their ability to express feelings, show actions, dramatize what is happening, etc.

2. *Video clips* is the form of digital storytelling that actually means creating a meaningful story that meets all the principles correct storytelling and contains all types of digital stories, mentioned above. When creating a video clip, students combine pictures, words, recorded monologues or dialogues, music, etc. The video clip talks about a specific topic that is familiar to the author of the story and which reflects his or her personal point of view.

The emergence of tangible interaction and physical interfaces as a new interaction paradigm provides rich interactive spaces that are close to our senses and our way to understand the real world. In digital storytelling the user focuses his narrative activity solely on the digital environment, while in **tangible digital storytelling** tangible elements in the real world are included and combined with digital elements. In other words, while digital storytelling involves supplementing the story with visual components (pictures, presentations, videos, use of Internet platforms), tangible digital storytellers incorporate the physical context and body of a reader into the poetics of a work of interactive electronic literature (Catala, Theune, Sylla, & Ribeiro, 2017).

As a result of the increase in technological instruments for digital storytelling, digital storytelling and tangible digital storytelling have become very important trends both at the level of research and the creation of applications and educational platforms. There is the abundance of free and available tools in Web 2.0, that allow application of data from Internet resources for designing a creative product – multimedia project with using illustrated material, as well as audio and video effects.

Table 2. Groups of Digital Storytelling Tools

Digital storytelling tools	30 Hands Learning Animaker Class Animation & Drawing by DoInk Animoto Boom Writer Buncee Comic Life CreAPPcuentos FaTe2 Green Screen by DoInk KidPad Klump Kodu GameLab Little Bird Tales My Little Pony Story Creator Nawmal Pixton	Plotagon Scratch Scribble Press Shadow Story Sock Puppets StoryBird StoryBoard That StoryCreator StoryJumper TellTable ToonDo Toonia Storymaker Toontastic 3D VoiceThread WeVideo Zimmer Twins ZooBurst
Tangible digital storytelling tools	Figurines I-Theatre Jabberstamp Pogo StoryMat Tangible Viewpoints System	

Below we provide a short description of some popular resources for digital storytelling that can help create effective digital narratives for teaching writing and reading.

The **Boomwriter** platform is especially suitable for developing reading and writing skills of future English teachers, as it allows students to create interactive writing tasks that can be completed in real time and thus build up their professional teaching competence. In addition, the its interface is designed with teachers in mind and helps them track student progress.

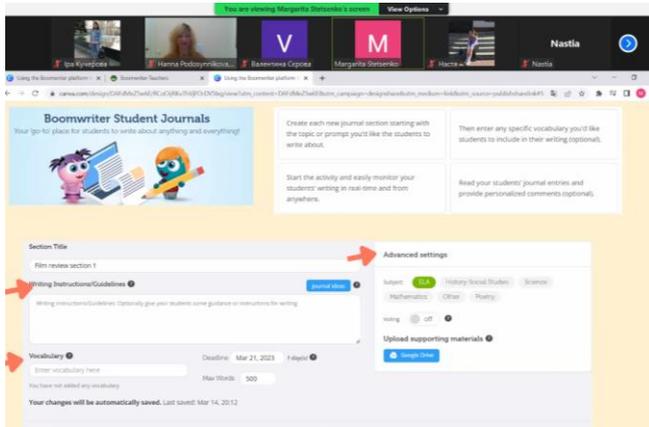


Figure 4. The Boomwriter platform interface: sections

Boomwriter has its advantages and disadvantages. The advantages include: a) increasing motivation to learn English, as students can write stories, interact with other students and see the results of their work; b) enhancing academic scores in writing skills development, including grammar, vocabulary, spelling and means of inter-sentence communication, mechanics; c) convenience and accessibility, because the platform is available online and works in real time; d) increasing opportunities for cooperation and communication between students.

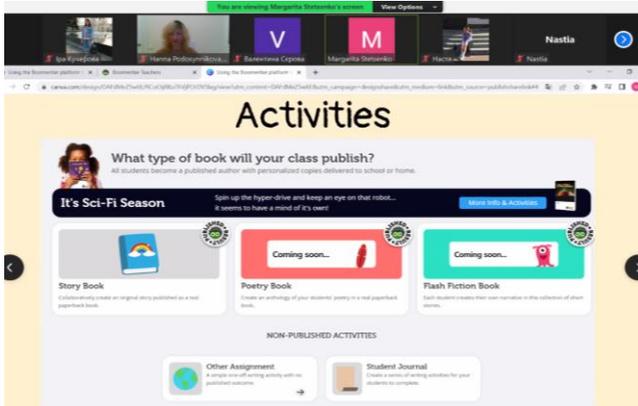


Figure 5. The Boomwriter platform interface: activities

Disadvantages of this platform include the limited functionality for video communication: creating online classes in real time is only possible through integration with other conferencing platforms. Another disadvantage is the lack of individualization – Boomwriter is focused on group work and does not provide tools for individual work with students.

Storybird is a digital tool for creating visual stories. Students can create picture books independently or work in teams (e.g., author and artist) to create visually appealing representations of their knowledge. Storybird allows students to showcase their creative thinking through online storytelling and art. It also offers over 700 lessons, quizzes, and writing prompts to support the development of writing skills.

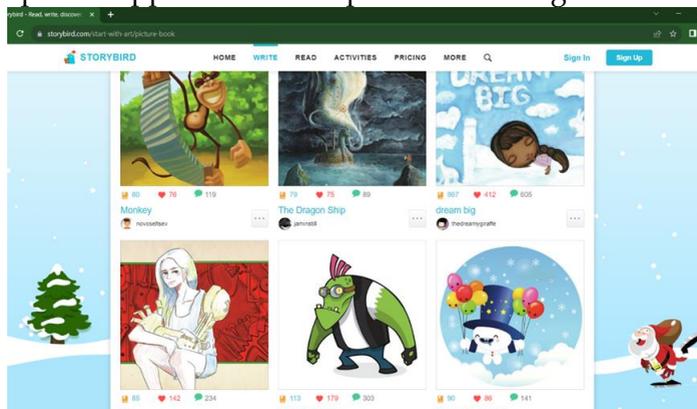


Figure 6. The Storybird platform: writing templates

The **StoryJumper** tool will be convenient for independent students' work. The service allows creating stories when using photos available in the service's library and graphic elements from the database. For personalization of the product, it is possible to use one's own digital tools. The resource allows students to create their own mini-book and even order its paid printed version.

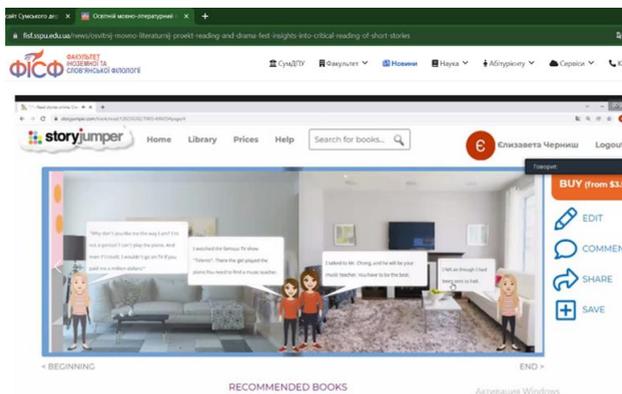


Figure 7. The digital story created with the StoryJumper platform

Book Creator (<https://bookcreator.com/>) is a resource that allows users create multimedia e-books and digital stories. The tool allows users to add videos and audio files into your creations, as well as professionally drawn ones shapes using AutoDraw capabilities. In addition, the platform allows teachers to set up multiple libraries and enjoy collaboration in real time.

MyHeritage DeepStory is the AI technology (<https://www.myheritage.com/>) to create an animated video of one's ancestor telling their own life story using photos and family history information. To create a DeepStory on MyHeritage one only needs a photo a person and a simple story about his life, written in the first person. The narration is told by a talking portrait of a person and is supplemented photographs illustrating various life events.

WeVideo (<https://www.wevideo.com/>) – a resource for creating videos, designed for simple use. The platform is suitable for all learning environments, with cloud deployment that allows use on any device. The platform also offers educators a range of resources to enhance their use of digital storytelling, including lesson plans, webinars, tutorials and professional development workshops.

PhotoStory 3 for Windows allows to create slideshows using digital photos or pictures from the internet, to touch-up, crop, or rotate pictures. Once the timeline is built, students can add in special effects, soundtracks, and their own voice narration to photo stories. The stories can be personalized with titles and captions. The final product WMV is a small file size making it easy to send the photostory in an e-mail, watch them on your TV, a computer, or a Windows Mobile-based portable device.

VideoScribe (<https://www.sparkol.com/en/>) is a program for automatically creating whiteboard animations, as well as many other 68 animation styles. It remains very popular among its subscribers as it allows you to create animated video content with minimal skills or prior knowledge.

Anchor (<https://anchor.fm/>) is a platform for creating and distributing podcasts for free. The application can capture audio from mobile devices or desktop computers and provides a wide range of tools for editing these records. Users can import existing audio or video and convert video files to audio or vice versa. Users can also add sound effects and background tracks from Anchor libraries.

The modern **PIC LITS** resource provides the opportunity to model a story on various topics using combinations of images and text accompaniment. For application of already created stories, the teacher can use the resource's media library.

Animoto allows teachers and students to model stories using video. The service's media library provides ready-made templates, images and various sound options accompaniment.

The **Snagit** application interface allows using various tools to create a story: selection of ready-made templates, the ability to use video material, create animation, adding text material. Students and teachers can share their own created stories with colleagues.

The English website ACMI or Australian Center For The Moving Image provides **Storyboard Generator** (SG) - digital

story generation tool allowing users to choose script or create their own storyboard when using a number of background images, combine them into a storytelling series and maintain a unique product in service media library.

MakeMyTale is an innovative platform that lets students create and read AI-generated stories. The learners need to choose a theme, characters and keywords for their story, and the platform will generate a unique tale that is tailored to their preferences. It also allows creating audio and video versions of digital stories. MakeMyTale aims to inspire students' creativity and imagination by making them the hero of their own stories or exploring popular ones.

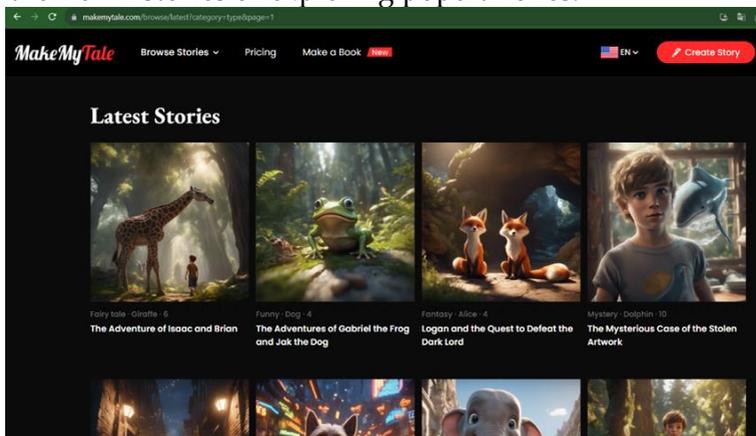


Figure 8. The MakeMyTale platform: digital stories templates

StoryNest combines personalized storytelling with advanced AI technology. Students can create unique interactive stories that align to their preferences by engaging in live conversations with AI characters. It finds applications in a variety of use cases such as entertainment for children, educational storytelling, language learning, and personalized storytelling. It's a powerful tool that ignites creativity, offers immersive experiences, and opens the door to endless storytelling possibilities.

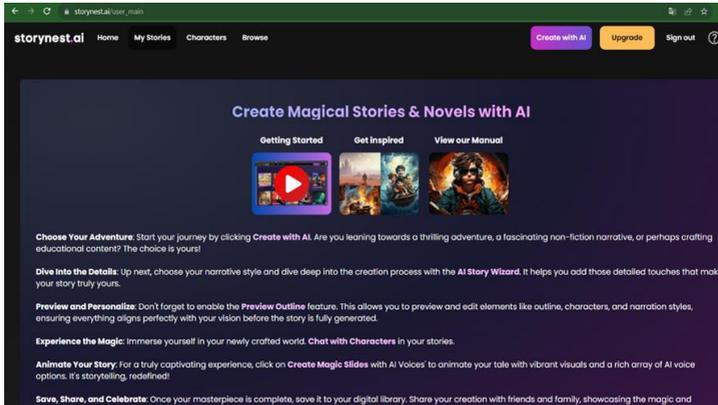


Figure 9. The StoryNest platform: the story creation guideless

Future English teachers should be able to vary digital storytelling tools to face the challenge of developing new literacies in the use and construction of digital resources to learners of different ages.

Below we offered the classification of digital storytelling tools according to stages of learning.

Getting Started (comics making resources and digital books):

- Dvolver: www.dfilm.com,
- Comiqs: <http://comiqs.com>, [MakeBeliefsComix](http://makebeliefscomix.com)
- <http://makebeliefscomix.com>,
- Pixton: <http://pixton.com>,
- Storyboarding: <http://nfbkids.ca>,
- ToonDoo: www.toondoo.com,
- Digital Books, Flickr: www.flickr.com,
- Lulu: www.lulu.com,
- Newspaper Clipping Generator: www.fodey.com.

The intermediate stage of training (voice, conversation and work resources to work on projects):

VOICE

- Gcast: www.gcast.com,

- Read The Words: <http://readthewords.com>,
- SIMS On Stage: <http://thesimsonstage.ea.com>,
- Soungle: www.soungle.com,

CONVERSATION TOOLS

- MeBeam: <http://www.mebeam.com>,
- Scribblar: www.scribblar.com,
- VoiceThread: <http://ed.voicethread.com>,
- Oral Practice Tools,
- Blabberize: <http://blabberize.com>,

VIDEO TOOLS

- Animoto: <http://animoto.com>,
- ESL Video: www.eslvideo.com,
- XtraNormal: www.xtranormal.com,

WORKSHOP RESOURCES

- Center for Digital Storytelling,
- Creative Commons,
- Digital Storytelling for kids,
- DigiTales,
- Educational Uses for Digital Storytelling,
- Commonlit.

T. Pelton and F.-L. Pelton prove that students and teachers can generate more effective comics, videos, and other learning resources if they apply sound principles of multimedia, design, and storytelling (Peltn, & Pelton, 2017).

Applying digital storytelling instruments it seems to be reasonable to apply the well-known Mayer's principles – the research-based principles by R. E. Mayer for how to design computer-based multimedia instructional materials to promote academic learning that are grouped into 1) principles aimed at reducing extraneous processing (i.e., cognitive processing that is unrelated to the instructional objective) that include coherence, signalling, redundancy, spatial contiguity and temporal contiguity; 2) principles for managing essential processing (i.e., mentally representing the essential material)

include segmenting, pre-training and modality; 3) principles for fostering generative processing (i.e., cognitive processing aimed at making sense of the material) include personalization, voice and embodiment ($d = 0.36$). Some principles have boundary conditions, such as being stronger for low- rather than high-knowledge learners (Mayer, 2017).

V. Vavouri and M. N. Zafiri (Vavouri, & Zafiri, 2022) offer the stages to follow when applying digital storytelling to teach reading and writing:

- 1) selecting a story (a story topic);
- 2) conducting research on the story topic, that also includes adding a personal connection, collecting or creating topic-related images, composing a detailed storyboard);
- 3) writing a script;
- 4) using digital tools to record the narration and compile the story;
- 5) publishing the digital story.

In this paper we suggest the following key **stages of developing reading and writing skills with digital storytelling**.

Teaching Stages.

1. The Introductory Stage:

- introducing students to digital storytelling and its tools;
- demonstrating and analyzing examples of a digital story as an end product of applying digital storytelling as a teaching method;
- presenting the algorithm for working with digital storytelling.

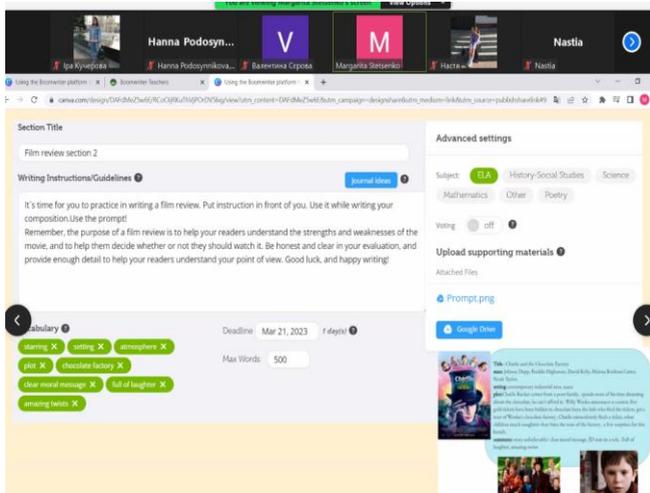


Figure 10. The writing instruction guideline given on the platform Boomwriter

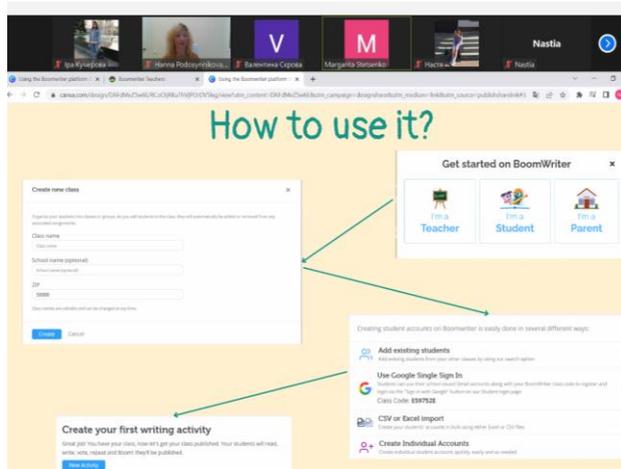
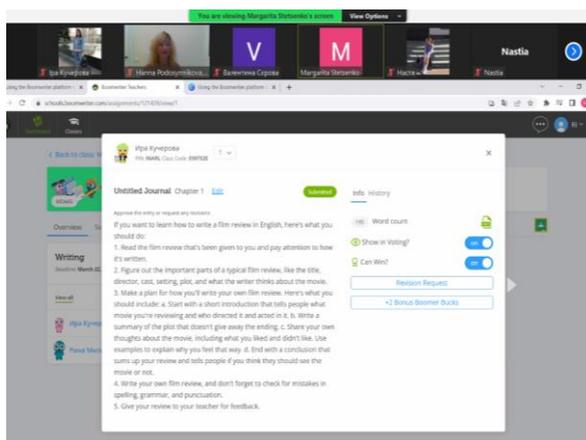
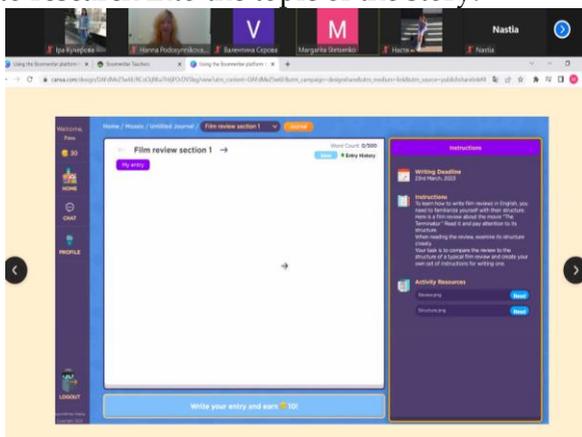


Figure 11. The instructional material on using the Boomwrite platform

2. The Research Stage:

- doing pre-reading exercises to introduce students into the topic, to study the essential vocabulary and sociocultural information;

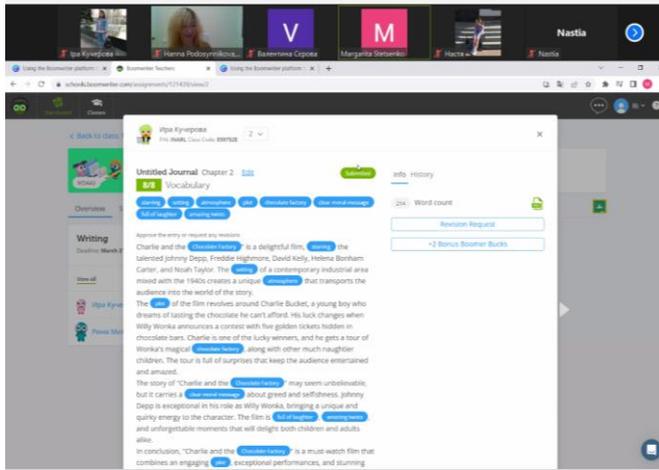
- guiding students' reading to navigate through the story to understand fully what they read;
- familiarizing students on the type of writing and writing skills practiced;
- instructing on key requirements, limitations and assessment criteria;
- suggesting resources and recommendations for further reading to research into the topic of the story.



Figures 12-13. The sample materials to the Research Stage

3. The Digital Story Production Stage:

- helping students to create their story;
- guiding to choose and apply digital storytelling tools;
- instruct students on finalizing the writing product and preparing their presentation.



Figures 14. The sample materials to the Production Stage

4. The Digital Story Presentation Stage:

- instructing students to be active listeners, outlining forms of giving feedback to presenters, filling in performance evaluation forms;
- organizing and guiding reflection on the products presented and the learning process's results, problems, challenges, etc.

Learning Stages.

The main stages (Stages 2-3) are carried out through the following procedures:

1) students choose an article or a story from the Internet resources proposed by the teacher with prerequisites being the compliance of the text's topic to one of the topic blocks considered and the possibility of applying interactive tasks to the learning process;

2) as soon as the teacher approves the choice of texts, students begin considering the design of their own digital products;

3) the teacher suggests students' using the particular storytelling resources from the ones offered for project activities;

4) students start creating a story and modeling their own digital stories; they work with the text selected for reading - study the explicit and decode the implicit information given in text paying attention to every detail, summarize, exclude unnecessary points for presentation, interpret what is read, put the necessary emphasis;

5) students design interactive exercises, plan and introduce digital story elements into the course of their narration for working with the audience on the contents of the text.

When working with text in this way, students get the opportunity to practice and enhance the full spectrum of reading competence skills - to read critically, perceive and fully understand text, predict, extract information, use it creatively to work with the audience, that aligns with Bloom's taxonomy skill levels.

The personal experience and expertise of being active listeners and readers of digital narratives considerably increase students' understanding and awareness of how they should and should not structure their work and what points should be given particular attention to.

Also, students inevitably look at the contents of the text read through the prism of their own unique experience, revealing the topic from a new angle, giving the text being read a new life with shades of one's own attitude to the issues covered by the author of the text.

Also at this stage, students plan and actually design the digital story by selection of the necessary photo, video and audio content that can include, among other things, copyrighted images and sound accompaniment.

The students also need to select a digital tool to model a digital story that will become a teaching tool for working with an English text.

After combining all the material, students optionally add creative elements: voiceover, animation transitions, video materials. Thus, students process texts in a completely new format, approaching the learning process creatively, completely immersing themselves and the viewer and the reader into the story contents.

At the digital story presentation stage students demonstrate their unique writing and multimedia products developed with digital storytelling tools.

Students who are active listeners observe the performance of others, fill in performance evaluation forms, assign points for each item and display the overall rating. They take part in a group reflexive discussion providing feedback for fellow-students and the teacher, identifying positive and negative aspects of the activity, the progress achieved, the challenges faced and the flaws revealed, and formulate recommendations to further learning.

Later, the digital story can be shared on a computer or published on the internet.

As the results of the research by P. Soler (Soler, 2014) proved, it is also reasonable to offer students to complete a questionnaire with open-ended questions to be answered individually and returned to the teacher; examining the students' responses enables the teacher to determine whether they found the activity rewarding and productive.

We can conclude that the digital storytelling technology has a practically unlimited potential. On its basis a teacher can build both the entire English language lesson and its part. The exciting plot, interesting characters and the process of telling a story by a teacher or students make the lesson unforgettable, resonate with students, and relieve them emotionally. It is difficult to overestimate the psychological impact and

educational effect of a well-written story and a properly conducted discussion, it goes beyond traditional methods of teaching and education into the realm of psychotherapy, because the teacher does not give specific instructions to the students, they themselves come to the necessary conclusions.

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2.4. Interactive Film Club Methodology and Digital Storytelling

To Iryna Shkola who inspired...

The specific feature of pre-service English teachers' education implies the need for integrated professional training, an organic combination of the formation of professional foreign language and methodical students' competencies, personality development, expansion of the general, philological, cultural outlook with an emphasis on stimulating cognitive processes, intelligence, ability and readiness for social activities.

The solution of these tasks requires the introduction of new educational methods and technologies that correspond to the level of humanitarian and technical development of the society and will contribute to the development of the student's personality, stimulate cognitive and communicative activity, critical thinking, the ability to consciously and independently determine the purpose of one's activity, plan its achievement, understand and discuss the results of the work and use them.

It is quite evident, that both teachers and students need new tools to build up a vested interest in communication and

learning process; new sources of positive intrinsic motivation for foreign language acquisition, plunging into its culture, and enhancing professional development; new stimuli for and skills of being intellectually, emotionally, communicatively, socially active in the course of professional education and training.

These requirements are met by the conceptual principles and specific technologies of *interactive teaching*.

The term “interactive learning and teaching” is broadly interpreted as based on the student's interaction with the educational environment; it indicates the presence of feedback between the teacher or the teaching tool and the students (Пометун, & Пироженко, 2004; Rivers, 1987).

Interactive teaching and learning, in general, is considered as a joint means of learning, cognition and communication, which are carried out in the forms of joint activities, where all participants of the educational process interact with each other, exchange information, jointly solve problems, model situations, evaluate the actions of participants and their own behavior, immerse themselves in the real atmosphere of business cooperation to solve the problem using various means of learning and interaction, in particular, computer information and communication technologies (Пометун, & Пироженко, 2004).

It should be noted that interactive learning is not limited to information exchange and problem-based communication. It must also be considered from the perspective of personality formation and development. The final result of communication depends equally on students and the teacher.

The term “interactive” has a complex structure, a long history, somewhat different approaches in understanding.

The first approach affects the activity of learning participants, where the interaction of all subjects of educational activities is presented under direct supervision of the teacher. From the perspective of linguistics, the term interactivity contains two roots: “inter” and “active”, which means “mutual activity”, when all the actors of communication can mutually

facilitate the dialogue, communicative initiative and adequate response. There is a common opinion that interactivity involves, first of all, continuous communication, personal interaction of the teacher and students in the learning process (Shariq, 2017).

The second approach has been developing and appeared in the period of digital technologies' rapid development in the last decades. According to this approach, to organize pedagogical communication, it is necessary to ensure effective communication process – exchange of information between participants in educational activities for raising awareness and understanding of transmitted and received information. There is a fundamentally important idea here, that the process of interaction is provided by interactive tools that involve using digital technology (КОВАЛЬ, 2011).

Thus, it basically allows to interpret the *interactive teaching method* as:

- associated with direct interaction between Internet users;
- based on direct interaction with communication participants (listeners); happening live.

The term “interactive teaching method” implies a number of provisions.

1. Effective communication; possibility of constant two-way communication of all participants, both individually and in a group, face-to-face or online.
2. The focus on the joint process of cognition, problem-solving, developing critical thinking skills.
3. Use of modern technologies.

Therefore, interactive teaching methods represent progressive active learning model that fits into expectations and the life realities of the digital era students.

If we speak in this perspective about interactive teaching and learning procedures, materials and tools, then the meaning comes down to teaching based on the use of digital products, tools and devices in the educational process (video, films,

computer games, the Internet platforms, social networks, servers, switches, Internet networks, communication lines) that make it possible to connect the object of learning and the subject of educational activity. Teachers can apply such aids as graphic tablets, video cameras, personal computers, laptops, gadgets to transmit, select, search for and broadcast in analogue and digital form the information directly considered in the educational process.

In their turn, *interactive teaching techniques* as particular activities emphasize critical thinking, which strengthens the ability for independent analysis and evaluation of the information on the basis of objective facts and scientific knowledge by forming logical and well-reasoned conclusions, predicting consequences, identifying causes and effects, manipulation and prejudice, searching for original solutions to life and professional problems.

To interactive teaching techniques belong: cluster, mind map, comparative diagram, fish-bone, jig-saw reading, jigsaw problem solving, purposeful reading / listening, a two-part diary, think – pair – share, pair-share-respond, brainstorming, buzz session, exit slips, misconception check, circle the questions, ask the winner, causes and effect schemes and diagrams (fishbone etc.), mind-mapping, discussions, role-play (Host a game show, Bring historical characters to life, etc.), bringing examples from real life or from entertainment (cartoons, films, series, games), changing the perspective (De Bono's thinking hats, optimist / pessimist activity), etc.

Characterizing the features of *interactive teaching in language learning*, T. I. Koval emphasizes that it involves, first of all, dialogic learning, during which interaction is carried out between the subjects of the educational process; the essence of interactive learning of foreign languages is that the learning process takes place under the conditions of constant, active interaction of all learning subjects (teachers and students); this is mutual learning (collective, group, cooperative learning),

where the student and teacher are equal, equal subjects of learning (КОВАЛЬ, 2011).

In the interactive language classroom, the central role of the teacher fades into the background, giving way to the dominant activity of the students themselves. The core point of interactive teaching is to teach students to listen carefully, analyze and actively communicate with all the member of the group (Rivers, 1987). The main emphasis is put on dialogue communication, problem solving and discussion of the proposed materials and ideas to find realistic, reasonable and creative solutions. The subject of the discussion is not the one who proposes a problem or scenario for consideration, but the problem itself.

Thus, we define interactive foreign language teaching as a particular form of organizing a foreign language teaching and learning process and designing language classes that encourages students to:

- fulfil a communicative and personal (problem-, professional-, etc.) oriented task;
- apply critical thinking to meet intellectual challenges;
- generate creative solutions to complex problems;
- work in small group(s);
- practice active collaboration and share responsibilities;
- communicate personally;
- provide cooperation and support.

Interactive teaching provides constant active interaction in the course of activities aimed at solving shared educational and practical problems, and excludes the dominance of one participant over another. It simultaneously solves three tasks: 1) educational and cognitive; 2) communication and development; 3) socially oriented.

Therefore, interactive teaching in pre-service English teacher's training can be considered as a creative and highly intellectual type of activity, it sets a system of cognitive and communicative tasks that integrate the formation of various

components of professional competence. Interactive teaching and its techniques make it possible to transfer previously acquired knowledge, developed abilities and skills to apply it creatively to new problems and situations of professional interaction, to acquire new communicative, professional, social experience.

We understand the term interactive method (technology) of foreign language learning as a holistic integrative system of the teaching and learning process, that is built on the principles of interactive teaching and encompasses a set of teaching techniques, and provides, in accordance with teaching goals and learning objectives, the most rational application of interactive methods, means and forms of learning foreign languages in order to achieve a pre-planned (desired) educational result (Подосиннікова, 2012).

L. V. Pyrozhenko and O. I. Pometun propose to arrange interactive methods into four groups by forms (models) of learning: 1) interactive methods of cooperative learning, 2) interactive methods of collective-group learning, 3) simulations and role-play, and 4) discussions questions (Пометун, & Пироженко, 2004).

We believe that, generally, interactive methods of foreign language learning can include any method that corresponds to the characteristics of interactive teaching in the broader perspective, given above.

The professional training programs and curriculums of pre-service English teachers and lecturers suggest using a significant amount of interactive methods, which help to combine and interrelate in the instructional process the formation of various competences (English communicative competence, professional teaching competence, intercultural and digital competences, etc.), among which the considerable attention is given to project technology, professional role play and simulation, situational modeling, case-study, quest and web-quest, various types of discussions, etc. (Подосиннікова, & Кривошпя, 2022).

One of the most important factors determining changes in modern education is the overwhelming influence of the information environment, with screen communication (cinema, television, video; computer multimedia technologies) being the significant component.

Today there are different ways to create a personal proactive involvement at interactive film club training sessions. Basically, it can be done through: a) teacher-student interaction, b) student-student interaction, c) the use of audio, visuals, video, d) hands-on demonstrations and exercises.

With the advent of modern computer equipment, new teaching methods began to emerge that make it possible to effectively reach students both technologically and personally in the distant learning process using interactive digital instruments.

Thus, in the modern English teaching contexts, especially under conditions of distant or blended learning, the goal of incorporating interactive teaching into the English classroom and syllabus tend to be closely connected and extensively supported by applying digital technologies (learning apps, informational and educational Internet sites, web quests, multimedia presentations, interactive communication and educational platforms, authentic films, podcasts, etc.), and in the, interest in such means and forms of education are growing.

Using authentic *films in language teaching* is an integral part of the modern education paradigm that comprises as key aims developing emotional understanding of the world, forming critical (analytical) thinking skills and literacy in navigating through the information space.

Watching films is the activity that is interactive in its essence as a person gets into position of a real dialogue, when both interlocutors assume in each other not only equal opportunities to express their individuality, but also demonstrate the desire to understand exactly what is being said

by the communicative partner, and not only look for a reflection of their own in his words, actions, thoughts and aspirations (Lisnychenko, Glazunova, Dovhaliuk, Kuzmina, & Podosynnikova, 2022). Dialogical relationships require from each person, firstly, perceiving the other as a desirable communication partner, and, secondly, assuming that both parts of the dialogue have something in common, share some views, ideas, etc. The search for this common ground often represents true the meaning of the dialogue, its deep background.

Behind the screen image there is always some concept of perception of the world, and the viewer enters into an internal dialogue with the “author” of this concept, where the author's concept can be identified additionally through analysis or logical reasoning. Naturally, the author of the screen image is most often not individual, but collective. However, the dialogue with the screen image remains an important quality of screen perception.

According to W. B. Russell’s research “Secondary Social Studies Teachers Use of Film: A Comparison Study” (2006) a decade ago an average student in the USA spent about 5.5 hours a day using media (films, television, games, etc.) and now with the advent of distance learning children have even more exposure to media right during the school hours school. To help fuse learning and media together, W. B. Russell’s suggests teachers’ using “film an instructional enhancement tool for teaching their respective content” (Russell, 2006, p. 2) in the modern technological era.

In a decade the research by R. Karla (2017) confirmed films to remain an up-to-date and effective teaching tool having proved the positive effect of using films in an English language classroom for developing students’ motivation, comprehension as well as communication skills.

In today’s information and media society, on the one hand, English students can potentially enjoy the wide spectrum of quality authentic films with high aesthetic and educational

potential. On the other hand, many students are not competent enough to perceive, understand, interpret the information presented in this type of films to the full. One option to resolve this problem is to form media competency and skills applying methodologies of the integrative type, which include film-based teaching.

L. Halama and Z. Hudíková claim that the cognitive mechanisms used in recognizing the narrative line of film based on understanding causal or logical narration (complex narration) in a new generation of viewers who have not experienced this type of narration seem to disappear at the expense of digital and interactive communication features (Halama, & Hudíková, 2020).

In addition, we observe the decrease in the thresholds for perception of audiovisual information. In this case, the mosaic of impressions determines the one-dimensionality of the levels of perception and mastering information in the minds of young generations.

To face these educational challenges, we present the interactive method called "Film Club" that is viewed as the means of pre-service English teachers' media education through films and a type of digital storytelling technology in the interactive teaching and learning paradigm. We shall also try to outline its tools and procedures to be used for forming integrated skills of professional communicative and methodological competences of future English teachers.

The interactive film club methodology (with its variations being "English Teacher's Film Club", "English Film Club") is based on the results of theoretical and empirical studies, implementation of technology, which were carried out on the basis of the Interuniversity Research Laboratory of Modern Technologies for Teaching Foreign Languages and Cultures and the Student Scientific Laboratory of Methods of Teaching Foreign Languages and Cultures at the Faculty of

Foreign and Slavic Philology of A.S. Makarenko Sumy State Pedagogical University during 2015-2023.

We define interactive English teacher's film club as a teaching and learning method (technology) that corresponds to characteristics of interactive teaching and learning, and is based on a multi-purpose structured guided activity: a) watching of a fragmented version of authentic film in the form of specially selected and organized film fragments and b) students' creative response to each fragment (each lasting for about 5 minutes) and the film club session as a whole going through the set of tasks aimed at the integrated formation of English and professional competencies of future teachers.

The interactive film club methodology is practically implemented through integral training classes, which are developed and conducted by students under the guidance of a teacher. Here we apply the commonly used definition of training (English training) as a planned process of modification (change) of the attitude, knowledge or behavioral skills of a learner through the acquisition of educational experience in order to more effectively use the acquired knowledge and skills in one type of activity or in a certain field.

Implementation of this teaching model is possible when activity-centred film club training sessions are enrooted into pedagogy of dialogue and cooperation to provide emotional and intellectual development of students' personality and are designed applying reflexive, personality-oriented, communicative and sociocultural approaches, professional modeling, gamification, problem-solving through balanced system of activities.

This interactive teaching model is based on the group experience of all participants actualizing in the educational communicative environment, where different points of view are considered, discussed and creatively used. By sharing their experience and knowledge, students actually move into the status of "teacher", forming new knowledge. In the process of

language instruction, the teacher's speech activity is replaced with speech activity of students.

From a psychological point of view, the interactive film club training sessions encourage active and free personality development in the process of perception, discussion, and modeling of situations of social interaction and intercultural communication:

1. students receive a stimulus and an opportunity to express their thoughts and feelings;
2. each participant of communication remains in the focus of attention of others;
3. self-expression and personal development of students become more important than the demonstration of language knowledge;
4. students' critical thinking, their independent and proactive position in communication are encouraged;
5. communicative partners feel safe from criticism for mistakes;
6. teaching material suggested corresponds to the language proficiency level of students; individual violations of language rules (errors) and random mistakes (mistakes) are considered an educational norm;
7. non-critical, non-judgmental and empathic atmosphere, sympathy and understanding of the experiences of others are encouraged in training sessions;
8. the use of language material is subordinated to communicative tasks.

From a methodological point of view, the potential of the proposed methodology is connected with the integrated formation of:

1. foreign language *communicative competence* through watching selected film fragments and performing the tasks aimed at improving listening skills, speaking skills, linguistic competence with the focus on activating and

- enlarging topical vocabulary, sociocultural competence, etc.;
2. foreign language *professional communicative competence*, which is related to the modeling of the activities of a foreign language teacher, the development and the very conduct of the film club
 3. *professional methodological competence* (TESOL), which is carried out by means of reflective methodological analysis of the session's purpose, tasks and the content, that is carried out in parallel with fulfilling the tasks by students and at the end of the session.

The use of authentic film fragments makes it possible to ensure the sociocultural background of the learning process, that opens up wide opportunities for familiarizing future English teachers with cultural and linguistic facts and phenomena that vividly and reliably characterize the native countries the language studied, with the ethno-psychological characteristics of a specific people, as well as for the understanding of possible intercultural interference on the part of listeners, a tolerant and respectful attitude towards the existence of different cultural models, and therefore the ideas, norms of life, beliefs, etc. formed on their basis.

The film club teaching materials pack includes:

- 1) a lesson plan on the standard lesson plan template;
- 2) a PowerPoint presentation;
- 3) student's guide;
- 4) teacher' guide or teacher's copy with keys;
- 5) video (a film or clipped video fragments; a trailer).

The Martian episode + Keys to the answers

Timeline 2.00-8.30

Answer the following questions:

1. What was the team doing on Mars? what was their primary mission?
A. Gathering soil for further analysis.
2. Why did the commander of the mission decide to prepare for an emergency departure?
A. Because the heavy storm was approaching them.

3. What happened to Watney?

B. He was hit by a part of the space station that was torn off by a wind.

Growing potatoes

True or false

1. The service mission was supposed to last 68 sols. **False**
2. Mark Watney is a botanist. **True**
3. He uses only organic waste to grow potatoes. **False**
4. Mark's wound still aches a little. **True**

The slide features a background image of Mars. It includes three inset images: a person working in a large, sandy, dome-like structure; a person in a blue NASA uniform holding a document; and a person in a blue uniform standing in a futuristic, metallic interior.

Figure 1. Sample PowerPoint presentation fragment

Exercise 2

True or false

1. The service mission was supposed to last 68 days.
2. Mark Watney is a botanist.
3. He uses only organic waste to grow potatoes.
4. Mark's wound still aches a little.

Exercise 3

Match the dialog line with its author

"We are a public domain organization. We need to be transparent, okay?"		Vincent Kapoor
"What are we gonna say? Dear America, remember that astronaut we killed and had a nice funeral for? Turns out he's alive and we left him on Mars, our bad. Sincerely yours, Nasa"		Theodore Sanders
"He is not going anywhere, Teddy. He is not gonna decompose, you know. He's gonna be up there forever."		Annie Montrose

Figure 2. Sample student's guide fragment

The interactive film club methodology can be applied to practically all types of authentic films traditionally used in the educational process: fiction, documentary, popular science, animation, as well as educational films.

Still, the interactive film club methodology can reveal its intellectual, emotional, ethic and instructive potential to the most on the basis of full-length authentic feature and animation films – that is, through guided watching and responding to a set of specially selected and organized fragments of such films, accompanied with instructional materials (tasks).

Feature films, thanks to their powerful motivational, stimulating, reflective and aesthetic potentials, are the valuable means of learning that inspires creativity, imagination and ignites an emotional reaction, which positively affects the assimilation of linguistic, sociocultural and linguistic material by students, including it in their own speech experience, and motivates its actualization in speech (ЯХНЮК, 2002).

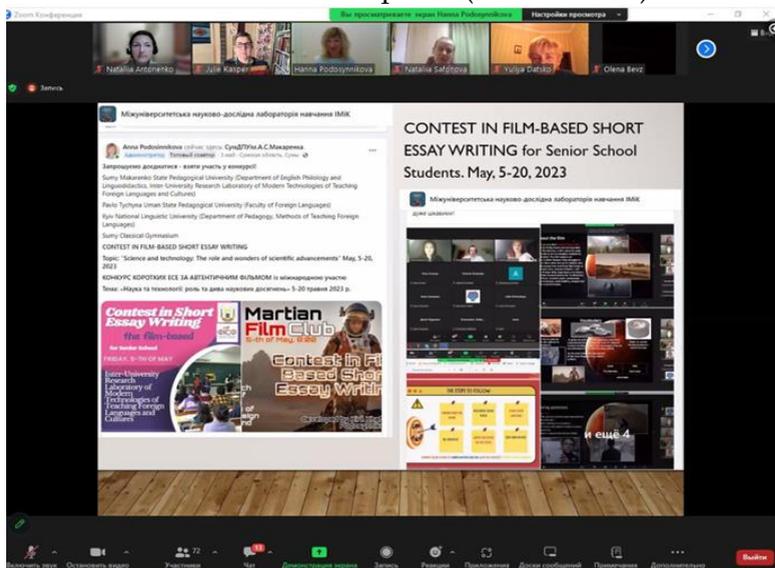


Figure 3. The implementation of film club methodology

In this paper we *view the interactive film club method through the prism of storytelling* as a teaching and learning method.

Storytelling in its essence refers to methods of interactive language teaching - it forms the ability to think analytically and synthetically, to form and logically justify one's vision of a problematic situation, to approach the search for ways to solve it in a creative, extraordinary way; justify and critically interpret their life values and decisions; develops the ability to listen to another point of view, to enter into partner communication and interaction, to work together on a task, to solve a problem, while showing tolerance to opponents, tact, benevolence to participants in the communication process.

Some types of storytelling are presented in the chart below.

Considering films as screen storytelling, as Brian Dunnigan says, "in many ways cinema, especially classical Hollywood, is closer to the energy and engagement of oral storytelling than other narrative media" (Dunnigan, 2004), "film is both narrative and dramatic, a melding of text, image, sound and music experienced in one sitting; a form of enacted storytelling which in its classical form is action oriented and goal-driven while remaining internally ambiguous" (Dunnigan, 2004).

Narrative elements such as structure and voice are what define a film and make it resonate with its audience.

The effectiveness of a particular style of storytelling in a film and, accordingly, in a related film club session depends on the story being told, educational goals, teaching objectives and the audience. It means that different styles of storytelling in a film can be more or less effective within the film club interactive methodology concerning different audiences, objectives, topics, etc.

Table 1. Types of Educational Storytelling

Criterion	Storytelling type	Characteristics
The order of telling the story events	Linear	A linear story is told in a straightforward, chronological manner. The events of the story are presented in the order in which they occurred.
	Non-linear	A non-linear story is told out of chronological order, often using flashbacks, flash-forwards, or other forms of temporal manipulation.
	Flashback storytelling	A narrative that is told through flashbacks
The point of view	Subjective	A subjective story is told from a specific character's point of view. The audience experiences the story through the eyes of this character, and their thoughts, feelings, and perceptions influence the way the story is presented.
	Objective	An objective story is told from an omniscient perspective, with no specific point of view. The audience is able to see and understand the thoughts and actions of all characters, rather than just one.
The manner	Realistic	A realistic story is told in a manner that is meant to be believable and relatable. The characters, settings, and events are meant to reflect real life, and the story is presented in a way that feels authentic.

	Surreal	A surreal story is told in a manner that is fantastical or dreamlike. The characters, settings, and events are meant to be surreal, and the story is presented in a way that feels otherworldly.
Segmentation	Episodic	An episodic story is told in a series of loosely connected shorter segments or episodes, rather than as one continuous narrative.
	Hyperlink	A narrative that is presented through multiple storylines that eventually intervene.
	Hybrid:	A Hybrid story is told using a combination of two or more of the above styles.
Emotional call	Mono-emotional	It is aimed at invoking one specific emotion (for example, stand-up performances are usually aimed at inducing laughter in the audience).
	Multi-emotional	It is based on the awakening of a number of emotions: joy, sadness, sympathy, hatred; and also contains something to think about. Such a story will be effective by reinforcing the content and emotional side.
The roles of the storyteller and listener	Receptive (classic)	The story is the product of the activity only of the narrator, who models the further course of events; the listener in this case acts as a passive consumer, without interfering in the course of the story.

	Productive (active)	The narration is modeled with the active participation of the audience; the listener does not only receive the information, but also is an active participant in its creation, based on a plan prepared by the narrator or on a free improvisation.
Type of the narrative's contents	Social	This type of narrative can be based on life stories, conversations between friends, colleagues, neighbors, etc. The listener, involved in the narrative, passes each story through the prism of his own experience, draws his own unique conclusion and learns a useful life lesson.
	Cultural	It is aimed at shaping the moral values of the audience. through stories that explain moral concepts (examples: fairy tales, fables, short stories, and parables, etc.).
	Fantasy	Based on facts that are difficult to believe, the reliability of which is often unprovable. The emphasis is put not on the realism of the facts, but on the emotional content of the narrative, which helps the listener to immerse themselves in a mysterious and mysterious reality, distracting from ordinary everyday life.
	Family	Real stories aimed at preserving customs and traditions, strengthening the role of family in a person's life, and improving relationships between generations.

Form of presentation	Oral storytelling	The narration is conducted in a conversational style, elements of improvisation and interactivity are possible.
	Visual storytelling	The story is given with the support of a computer multimedia presentation as the simplest and most accessible tool to use. It is also possible to use a player or a projector as alternative technical devices.
	Digital (multimedia) storytelling	The narration is created with the help of digital tools; digital educational resources for both classroom and independent work can act as a narrative.
According to the type of plot of the story (according to H. Borges and K. Booker)	Rags to Riches	This type of plot always focuses on dramatic changes. In each of these stories, a strong transformation of the main character, his living conditions, appearance, environment, character traits or value system can be traced. The final narrative process describes the emergence of a completely new identity through global change.
	The Siege of the City	The siege means a long and thorny path. The heroes try to solve the problem in different ways, enduring difficulties and failures over and over again. Stories of this type clearly show the importance of such character qualities as perseverance, endurance, patience and determination.

The Quest	For the hero who lives calmly “at home”, life there initially becomes impossible, and he leaves it searching for something better. The search takes different forms: some heroes search for themselves, others search for treasures. Unlike in other plots, the hero is not alone in his quest but accompanied with some companions.
The Sacrifice of a God	The plot of such stories may center on the collapse of strong ideals, serious losses, or a major loss.
Overcoming the Monster	It is a popular type of plot, where the narrative revolves around a “monster” (problem). An example of a narrative could be a case of the “was - overcame - became” type, demonstrating how the hero became stronger thanks to the experience gained.
Rebirth	In Rebirth the main character is constantly under the control of some evil forces from charms, illness, embitterment, reluctance, confinement, etc. The hero is “a living dead” and his life is not worthwhile. Once there is a miraculous transformation and he “returns to life”, and the evil forces that controlled him dissipate.

The emergence of digital storytelling is due to a number of sociocultural and technological prerequisites.

Digital storytelling a new topic of interest for a growing number of people from different disciplines and fields of expertise. It affects more than just rational, but also on the emotional side of the personality, so educational, advertising or any other type of information presented in the form of a story is likely to linger in people's memory, since they will feel involved in the hero's experiences.

In the field of education digital storytelling is generally referred to as pedagogical technology, a special presentation of educational material in the form of history with its characteristic components (introduction, development of events or conflict, climax, decoupling), with the focus being on digital visualization and digital tools - multimedia presentation, video film, animated video, infographic, web publication, etc. (Rodríguez, García-Jiménez, Massó-Guijarro, & Cruz-González, 2021).

The digital storytelling method used in any curriculum naturally establishes an interdisciplinary focus with courses from Education, Culture Studies, Communication Sciences, Film Studies, and Journalism.

In language education digital storytelling provides students with the tools and techniques needed for creative, entrepreneurial and analytical processes, information transmission and production.

The analysis of digital storytelling elements showed that interactivity belongs to its core design principles (Kogila, Ibrahim, & Zulkifli, 2020, p. 414).

The research by F. Bruni (2022) revealed the positive impact of applying digital storytelling in university teaching from a social point of view on learning new skills and strengthening relational networks positive elements: it emerged as a high level of involvement, an acceptable level of digital skills and interest in social issues.

As to the context of the work presented in this paper, in the perspective of educational digital storytelling, the basic characteristics of film club training sessions are:

1. developing critical thinking skills;
2. forming a sustainable interest in artistic qualities of screen arts through purposeful education of students' aesthetic taste;
3. developing skills to perceive and interpret screen storytelling;
4. widening students' horizons, enhancing cognitive development;
5. developing the ability to transfer and creatively apply the experience of other people in solving life problems and resolving conflicts that makes the core message of a film;
6. unfolding students' creative potential in responding to film messages;
7. forming progressive world view and promoting humanistic values in personal and professional perspectives;
8. stimulating personal and professional development;
9. bridging challenges and possibilities that arise with digitalization of education;
10. incorporating social-emotional learning into teaching and learning process;
11. providing professional guidance, reflection and development through film-based activities.

In 2023 the Laboratory started the International Digital Storytelling Contest "Life Stories to Heal and Inspire From Those Who Teach and Learn English" that united 15 universities and senior schools from Ukraine and abroad with Childhood Education International (Center for Professional Learning), Washington D.C., USA, being the official partner.

According to the instruments used the following forms of digital storytelling are distinguished (Abdel-Hack, & Helwa, 2014): 1) a photo report; 2) a set of images or short videos

accompanied with text elements; 3) a multimedia presentation; 4) staging; 5) a video clip that actually contains all types of digital stories, mentioned above.

Having considered all given above, we come to conclusion that film club session is a digital storytelling product created by the instructor (a teacher or a student / students) and creatively responded to by the audience (students participating in the session).

By the form, it certainly combines a multimedia presentation with video fragments and potentially can give room for applying the other forms of digital storytelling within the transmedia approach (Aref, & Mehr, 2023).

The framework for understanding the complexities of the digital age audience participation in storytelling can be provided by Henry Jenkins' theory of cultural convergence and transmedia storytelling (Aref, & Mehr, 2023).

The theory suggests that participation in transmedia storytelling "involves not only reading texts but also active searching, interpretation, and connecting scattered narratives. This participatory process may encompass engaging in online discussions, creating fan-generated content, speculating about future developments, and collectively deciphering narrative puzzles embedded within the transmedia world" (Aref, & Mehr, 2023, p. 701).

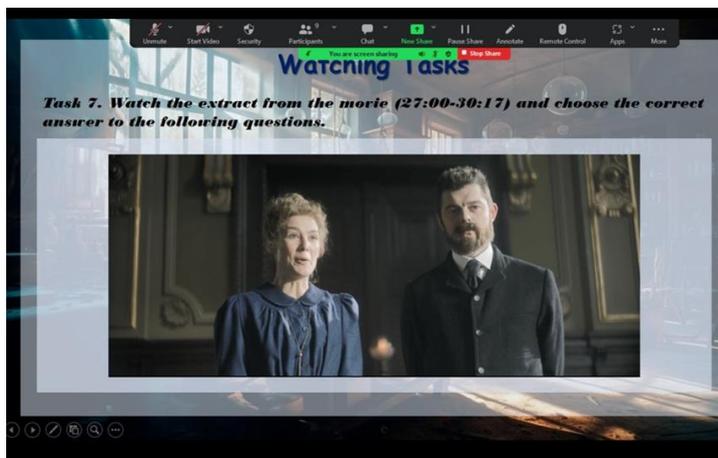


Figure 4. The episode of a film club digital storytelling session

When concerning the problem of selecting authentic films for designing an interactive film club training session, it is worth noting that novels and films employ different techniques to tell a story.

R. Carmela and C. Haguenaer in the paper "Digital Storytelling, Cinematography Narrative and Storyteller's perspective" (2013) claim that "the cinema is one of the arts that most closely matches the literature because words and images are fundamental elements for the filmmaking. Classical narratives, in fact, migrated from literature to cinema" (Carmela, & Haguenaer, 2013, p. 62).

By B. Dunnigan (Dunnigan, 2004), "film has developed out of a narrative and dramatic tradition in which the art of storytelling is a central concern. Yet filmmakers have also challenged the seductive and manipulative power of story through playful resistance to narrative convention or by exploring other elements of the medium: the interplay of image and sound, rhythm and gesture, rather than reliance on plot mechanics or character psychology".

Below is a concise table comparing storytelling techniques in novels and films across different aspects (Comparing storytelling techniques, 2023).

Table 2. Comparing storytelling techniques in novels and films across different aspects

Storytelling Aspect	Storytelling in Novels	Storytelling in Films
Medium	Written text	Visual and auditory content
Time	Can manipulate time, but reader controls pace	Controlled pacing via editing; duration is fixed
Perspective	First-person, third-person, omniscient, etc.	Usually third-person; camera as 'narrator'
Detail	Can offer in-depth internal thoughts and background	Relies on visuals, dialogue, and sound to convey detail
Sensory Experience	Mainly visual (through reader's imagination)	Multi-sensory (visual, auditory, sometimes tactile)
Space	Unlimited; described through text	Limited to what can be shown on screen
Dialogue	Presented as text; inner thoughts can be shared	Spoken by characters; internal thoughts may need voice-over or visual cue
Visual Imagery	Created in reader's mind through description	Directly presented through cinematography

Sound	Implied through description	Directly used via sound effects, music, and dialogue
Length	Can be extensive; reader controls reading time	Generally constrained to a watchable length (1-3 hours typically)
Access to Character's Mind	Direct access through internal monologue	Limited; often conveyed through dialogue, actions, or visual cues
World Building	Through detailed descriptions and narration	Through visuals, set designs, costumes, and special effects
Flashbacks / Non-linear Narrative	Can be seamlessly integrated through text	Often require visual cues or editing techniques

At the same time both mediums can learn from each other and sometimes use similar techniques, adopted in a way that fits their form (Mitman, 2014).

Approaching the problem of selecting, first, authentic films and then, second, their fragments for applying the interactive film club method to pre-service English teachers' instruction, it is worth considering R. A. Bakar (2019) principles, or elements, that if aligned with make digital storytelling an effective educational tool, that are not prescriptive, but necessary to maintain a logically coherent narrative structures: 1) the point of view, 2) a dramatic question, 3) an emotional content, 4) the gift of voice, 5) the power of soundtrack 6) economy (brevity), 7) pacing.

We also relied on the research by T. O. Yakhnyuk (ЯХНЮК, 2002) and our own studies (Подосиннікова, 2002) to suggest the following selection criteria for authentic films to be

used applying the interactive film club method in pre-service English teachers' instruction:

- 1) compliance of the film with the pre-service teachers' English curriculum goals, objectives and topic areas;
- 2) linguistic adequacy that is fitting the language of the film with the target level of instruction;
- 3) relevance of the content,
- 4) socio-cultural value,
- 5) educational value,
- 6) communicative potential,
- 7) aesthetic potential,
- 8) clarity of the thematic line, contents and main ideas of the film,
- 9) engaging plot and problem area, that are relevant to the modern world problems, appeal to values of humanism and democracy, correspond to motivations, interests and age characteristics of students.

The principles of selecting authentic films fragments for the implementation of the interactive film club method include:

- 1) richness of the fragment in the information (verbal, in the first place) important for precepting the messages of the film story,
- 2) the correspondence of the information in the fragment to the educational goals and English instruction objectives of the particular training session;
- 3) thematic relevance of the fragment's contents;
- 4) comprehensibility, stylistic adequacy of the language and dialogues of the content;
- 5) the aesthetic value of the fragment.

R. A. Bakar emphasizes close connection between digital storytelling, comprehension and creativity, that also involves "doing something with what is read" (Bakar, 2019, p. 52). The researcher proposes a new model that reflects the relationship between digital storytelling, creative reading and creative response, that closely resonates with the concept of

21st century literacy skills, which are formed comprehensively, and thus training takes place more effectively (Bakar, 2019).

When distinguishing the stages of the interactive film club training session, we took into account the so-called “traditional” stages of work with audio and video materials (pre-viewing, viewing, post-viewing) (Harmer, 2007).

Within the framework of the so-called Blaine storytelling model (Blaine, & Seely, 2014), there are the following methodological tips for working with storytelling:

1) the teacher should focus on the weakest student;
2) the narrator should strive for achieving maximal understanding of the story’s contents by staying within familiar concepts, reducing difficulties as necessary, offering supportive materials, etc.;

3) constant interaction with the audience is necessary (checking students’ understanding, giving feedback to activities, tracking unclear moments, asking questions);

4) it is important to ensure multiple reception and repetition of the target vocabulary (up to 50 times);

5) it is necessary to introduce small grammar inserts material;

6) it is important for the teacher to personalize the material for students when working with a story (ask personal questions about the topic raised in stories);

7) storytelling needs creating relaxed atmosphere and situations of success to lower the affective filter (Blaine, & Seely, 2014).

We suggest the following stages of an interactive film club training session as a digital storytelling method.

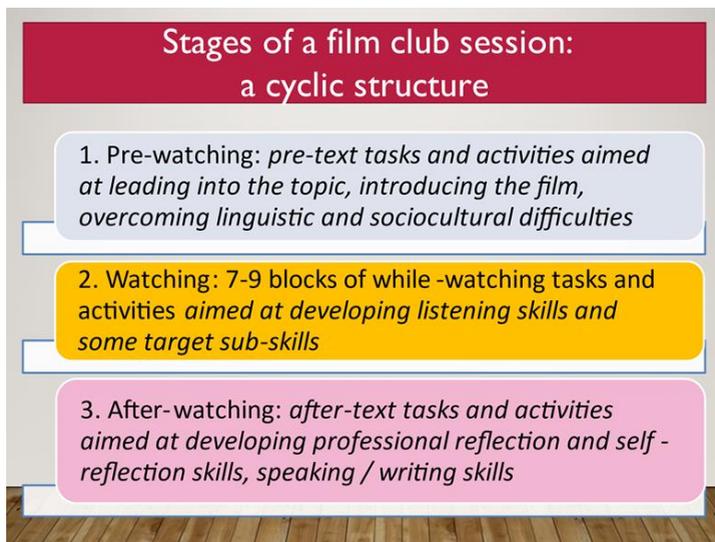


Figure 5. Stages of an interactive film club training session

Therefore, let's briefly outline the features of the implementation of the interactive film club method for forming English communicative, professional communicative and professional methodological competences of pre-service English teachers at the "English teacher's film club" training session.

1. The interactive film club session can be generally characterized as a sequence of educational activities for the formation of foreign language communicative, professional communicative and professional-methodical competences at a specially organized training session "English teacher's film club", in which video materials are used to tell a digital film story as support, as well as a stimulus to speech activity and professional reflection.

2. The activity of future English teachers during the interactive film club training session aims at forming communicative and professional teaching skills in their integration.

3. The teaching objectives of interactive film club training sessions have improving English competences in listening and speaking as an invariable component with variable components focus on practicing vocabulary, improving grammar, improving sociocultural skills, writing skills, etc.

4. The activities of the pre-viewing and post-viewing stage relate to the film club session as a whole, that is to the entire set of selected fragments of the authentic film.

5. The review stage has a poly-cyclic form: it consists of quite a number of short sub-cycles, that have the same structure: it includes watching a particular film fragment and doing a fragment-related and a topic(film)-related activity.

6. Tasks that are aimed at forming professional competence of pre-service English teachers can be incorporated into the review stage and are typically offered at the post-viewing stage. Examples of professional-oriented tasks are: task design, task type identification, lesson reflection tasks, etc.

This defines special requirements for both the teacher and the training session design:

- methodological orientation of training sessions;
- relevance to system of scientific principles for selecting films and fragments;
- educational, pedagogical and cognitive value of the material used; here it should be taken into account that authentic films carry a huge amount of the background information, transmit social stereotypes and cultural norms that might strongly influence the formation of personal and professional values of students;
- relevance of the film club session materials with life and professional challenges, actuality;
- the ability to activate different types of motivation depending on nature of educational and cognitive activity, critical thinking skills development and interests of students, reflection on and diagnostics of the effectiveness of the techniques used and pedagogical technologies, which directly

leads to the question of pre-service English teachers' professional training effectiveness;

- implementation of audiovisual film club courses based on the grounds of high activity (emotional, intellectual, perceptive, interactive) and practical orientation (focus on enhancing English and professional skills, attention, perception, memory development, critical thinking, creativity) with extrapolation of the film story information on students' personal, social and professional life);

- encouraging students to present their creative products to a wider audience through training sessions, contests, masterclasses, articles, Internet pages and sites on a university, regional, national and international level;

- applying the range of tools and stimuli to encourage cooperative work, flexibility, creativity, students' initiative, professional and personal development.

During the film club session within the paradigm of transmedia approach (Aref, & Mehr, 2023) the range of *digital storytelling tools* can be used for the process of telling the story itself and interacting with the audience to check understanding, work on lexical units, get feedback, generate ideas and manage discussion of the film and the session teaching design.

To create the platform for presenting the film story withing the film club training session teachers can use *video conferences* Zoom or Google Meet. The both of them are free and suitable for group classes. Users can use the application both on a computer, a tablet or smartphone. Any user can connect to a video conference using a link or conference ID. Classes can be scheduled in advance, and links can be made for regular meetings at specific times.

The function of a videoconference that allows demonstrating video either stored in the computer or located on different on-line platforms is crucial for the film club session.

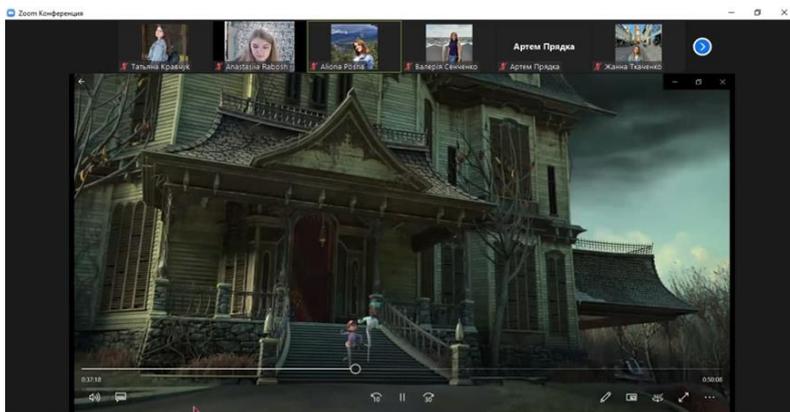


Figure 6. Demonstrating video during the film club session hold in Zoom

The most important digital storytelling instrument withing the framework of the interactive film club methodology is a multimedia presentation that can be created on the platforms PowerPoint, Canva, Prezi (<https://www.canva.com>, <https://www.beautiful.ai>, <https://prezi.com>). From the extensive experience of synchronous teaching Ukrainian students who in the times of crises study from different places and countries and may have troubles with the Internet connection, we would recommend using Power Point presentations as the product that can be sent, copied and changed easily by other students to lend a helpful hand to the presenter in case of technological problems.

The platforms include an interactive whiteboard that can be shown to students. In addition, it is possible to easily and quickly switch from a screen demonstration to an interactive whiteboard.



Figure 7. Using PowerPoint presentation in a film club digital storytelling session

Virtual whiteboards (Jamboard, Miro, etc.) allow placing individual posts with text information, hyperlinks, images, attaching files, audio, video recordings. Switching on commenting mode enables students to add their ideas, answers, etc.

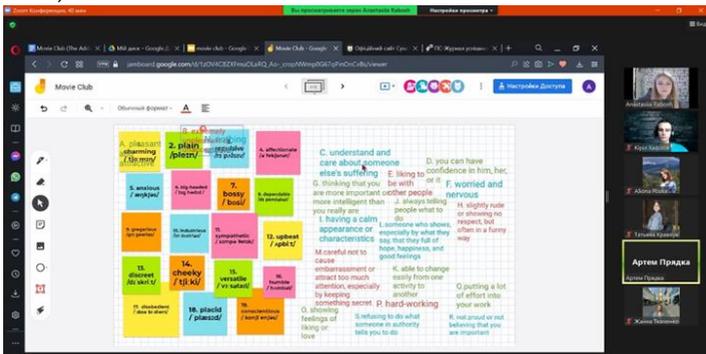


Figure 8. Using Jamboard in the film club session

The digital instruments for *mind-mapping* (<https://www.mindomo.com>, <https://coggle.it>, <https://www.mindmeister.com>, etc.) can help creating block diagram that organize and clearly demonstrates the main ideas,

key elements and relationships between them, process information and generate ideas.

In the course of the interactive film club session, it is reasonable to apply various interaction tools, for example, Kahoot, Wordwall, Baamboozle, Quizzlet, Quizizz, LearningApps, Socrative or Google Forms in Quiz mode are popular online services that allow to provide interaction through creating interactive, games, tests, surveys, quizzes.



Figure 9. Using Wordwall Quiz in a film club digital storytelling session

Wordwall can be used to create both interactive and printed materials.

Interactive ones can be played on any device with a web interface, for example, on a computer, tablet, phone or interactive whiteboard. They can be played by the students themselves, or by students under the direction of the teacher, taking turns in front of the class. Printables can simply be printed or downloaded as a PDF file. They can be used as auxiliary material for interactive ones or as independent educational tasks.

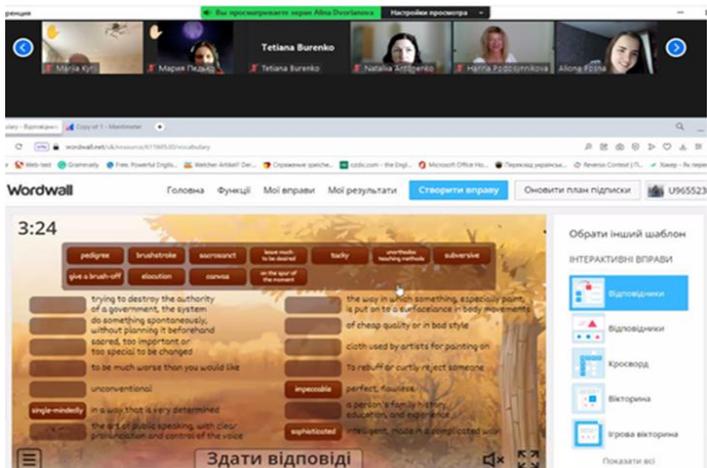


Figure 10. Using Wordwall Matching in a film club digital storytelling session

One of the advantages of working with this site is the ability to use numerous ready-made templates. These templates include familiar educational games that are often found in teaching practice: quizzes, matching pairs, word games, crosswords and much more. Most of the templates are available in both online and printable versions that is quite convenient when the Internet connection is not stable; a teacher can send the assignment to students as a link or embed it in the blog or website.



Figure 11. Using Baamboozle in a film club digital storytelling session

The online board Padlet is one of the most versatile resources for the *collaborative activities* of teachers and students.

It is also possible to use the Classtime platform, the Tricider resource for joint *brainstorming*.

Polleverywhere service and a similar Mentimeter tool help to create a survey or a poll, conduct instant surveys in the audience and during online film club sessions.

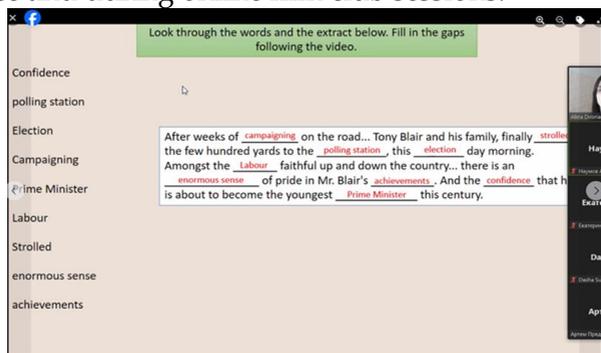


Figure 13. Using Mentimeter in a film club digital storytelling session

The Word Cloud, also known as wordle or word collage, is one of Mentimeter's question types that can be applied in the course of the film club training session.

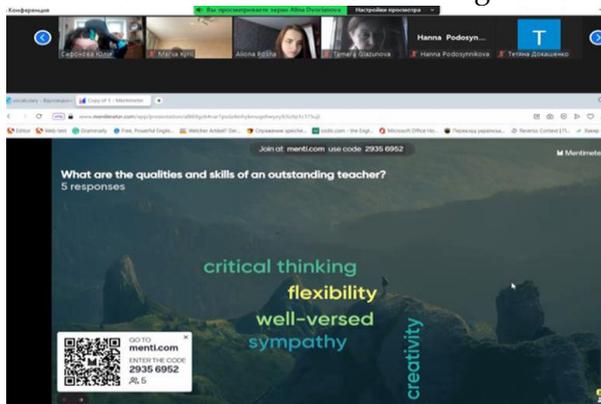


Figure 14. Using Mentimeter Word Cloud in a film club digital storytelling session

Finally, the findings reveal that digital storytelling has to offer the authentic and meaningful learning opportunities for effectively fostering the students' development of becoming proficient English speakers and creative thinkers in the interdisciplinary courses (Yang et al., 2020).

At the end of the film club training sessions the participants might be required to work in small groups to create their digital stories in English to reflect on both the film and teaching techniques applied.

The research by J. Bloch proved that applying digital storytelling can help students find key turning points in their narratives, that is critical for helping them think critically, develop their own voices and not simply narrate what they had experienced (Bloch, 2018, p. 102).

By M. S. Christiansen and M.-L. Koelzer (2016), digital storytelling tools can provide learners with meaningful and authentic opportunities to apply and practice their second language skills in the classroom as they lack direct contact with the English culture. They can also help students master the skills they need to effectively interact and communicate in online and offline contexts.

For this purpose students can choose from the variety of digital storytelling tools: 30 Hands Learning, Animaker Class, Animation & Drawing by DoInk, Animoto, Boom Writer, Buncee, Comic Life, CreAPPcuentos, FaTe2, Green Screen by DoInk, KidPad, Klump, Kodu GameLab, Little Bird Tales, Movie Maker, My Little Pony Story Creator, Nawmal, Pixton Plotagon, Scratch, Scribble Press, Shadow Story, Sock Puppets, StoryBird, StoryBoard That, StoryCreator, StoryJumper, TellTable, ToonDo, Toonia Storymaker, Toontastic 3D, VoiceThread, WeVideo, Zimmer Twins, ZooBurst, etc.

To sum up, thanks to new technologies in modern education we can approach storytelling with unique point of view and digital instrumentation, that makes it possible to apply complex non-traditional forms of storytelling effectively.

Applying the interactive English film club methodology allows to reveal the joint potentials of interactive teaching and learning, authentic film and digital storytelling and to multiply their positive effects in pre-service English teachers training in different personal and educational dimensions.

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Chapter 3. AUDIO AND VIDEO PRODUCTION FOR LANGUAGE LEARNING

3.1. The Role of Audio and Video Production at ESL Classes

Implementing audio and video materials into a lesson can be beneficial for using other sources of information as well as helping develop students' mental activities such as attention span and memory power. Watching and listening help students to become more attentive in the classroom and raise their joint cognitive activities.

In order to understand the content of a film or story, students need to make some effort. This is how involuntary attention turns into voluntary one and the intensity of attention affects the process of memorization. The use of various channels of information (auditory, visual, motor perception) has a positive effect on the strength of capturing cultural and linguistic material.

Thus, the psychological characteristics of the impact of educational audio and video materials on students (the ability to control the attention of each student and a group audience, the influence of the volume of long-term memory, and the increase in the strength of memorization have an emotional impact on students and improve learning motivation) contribute to the intensification of the educational process and create favorable conditions for the formation of communicative (linguistic and sociocultural) competence of students.

A modern teacher has the opportunity to use a wide range of technical teaching aids. Among them, the most accessible, widespread, and universal method is video

technology, which allows users to get audio and video support for educational materials simultaneously.

The introduction of video into the learning process changes the nature of a traditional lesson, making it more live and interesting. Also, the use of videos in lessons helps to expand the general horizons of students, enriching their language stock and cultural knowledge.

The video has a fairly strong emotional impact on students and influences the formation of a personal attitude toward what they see.

Another advantage of a video film is the immediacy of the image of reality, the special manner of communication between the presenter and the audience (if it is a TV show or TV show), the use of a close-up, unobtrusive presentation of information, colorfulness, and the presence of background music. When in contact with what is happening on the screen, conditions are created that are closest to natural (the natural language environment is a set of speech and non-speech conditions that reflect the life, history, culture, and traditions of native speakers in the facts of a given language).

Unlike audio or printed text, which can have high informative, educational, and developmental value, video text has the advantage of combining various aspects of the act of speech interaction. In addition to the content of communication, the video text contains visual information about the location of the event. The appearance and non-verbal behavior of the participants in communication in a specific situation are often determined by the specific age, gender, and psychological characteristics of the speakers.

Using videos in lessons helps solve the following problems: increasing learning motivation, intensification of training, activation of trainees, independent work of students, and improving the quality of students' knowledge.

There is a huge amount of video materials, according to the style of information transmitted, can be divided into the following:

- feature films (cartoons, various feature films, fragments of performances);
- popular science, journalistic (interviews, documentaries, and educational films);
- informational (advertising, news recordings, TV shows, videos);
- historical studies (video tours).

The most important methodologically is the following classification of video materials:

- Specially designed for teaching a foreign language (video courses and other educational films);
- Intended for native speakers or authentic, including feature films and live television broadcasts;
- Developed by teachers and students themselves.

Video materials belonging to the first two categories are widely used in the learning process due to their accessibility and less complexity in use. Those developed independently can solve a greater number of tasks set by the teacher since the teacher himself chooses the fragments to be filmed and can influence the process itself and direct it in the right direction.

Creating such materials requires a lot of time, careful planning, and technical equipment. Like plots specifically designed for teaching a foreign language, independently developed fragments are distinguished by an artificially created speech situation.

3.2. Using Podcasts and Video Creation Tools to Support the Development of Listening and Speaking Skills

Major changes taking place in the socio-economic and political spheres of life, have confronted society with the need to solve many important problems in the field of higher education. In particular, learning a foreign language has become fully

recognized as an important task of national and interethnic communication. Its goal is to teach speech activities: speaking, reading, listening, or writing, and teaching speech activity as a means of communication. Listening to foreign speech is one of the most important and complex types of speech activity and should be quite well-developed.

Podcasting is one of the Web 2.0 technologies, which is a special format of audio and video broadcasts published on the Internet. Podcasts allow you to listen to audio files and watch video broadcasts at a convenient time for the user.

The main purpose of podcasts is to motivate students to learn new words and expressions that are commonly used in communication. They provide learners with valuable opportunities to develop speaking skills in an enhanced environment that promotes collaborative and autonomous learning. More and more teachers are choosing to use podcasting in their teaching because it encourages learning through creative technology and opens lines of communication.

There are many ways to use podcasts in an English lesson for the development of all types of speech activities.

Of course, listening and speaking are much easier to organize with the help of podcasts, but also you can create conditions for developing skills in reading and writing.

Podcasts are a great resource for listening comprehension. Most podcasts that are aimed to be used in the learning of the English language contain a vocabulary list and questions for listening and understanding the main meaning (listening for gist). Teachers can only compose listening tasks with a complete understanding of the text (listening for detail).

Podcasts are also used to develop foreign language writing skills. Based on the listening audio recording, students may be asked to write an opinion essay using the information given in the podcast. The for and against essay is also one of the options for developing writing using podcasts, in which students can use the arguments given in the audio recording. Using a

descriptive essay, students can be asked to describe what they have heard.

First of all, it is necessary to develop auditory pronunciation skills and speech hearing based on the speech of native speakers. In this case, we can use authentic audio-video texts that allow students to hear the speech of native speakers, which reflects living reality, and features of national culture. Most importantly, authentic material is to provoke an educational interest of students and a willingness to discuss problems. Therefore, it contributes to increasing their motivation to learn a foreign language. It is clear that if the student perceives foreign language speech, he begins to realize that all his efforts spent studying foreign languages were not in vain.

Thus, the main task of the teacher would be selecting interesting, informative, meaningful, and comprehensive authentic audio and video materials for the students. These materials would create favorable conditions for students to master new regional information and speech behavior with the consistent modern reality of a foreign language-speaking society. It would be helpful to contribute their acquaintance with the life of the people and their culture as a whole.

The possibilities of Internet resources for improving listening skills based on authentic audio and video texts when learning a foreign language are unlimited. Technology today provides access to many different ways for students to listen. They can listen to what's happening in the English-speaking world and in places where English is used as a lingua franca. Students who can understand English can use the internet to expand their knowledge and make new discoveries.

For example, the *BBC World Service* ([World Service - Listen Live - BBC Sounds](#)) provides the opportunity to read and listen to news in English on the BBC website.

In addition to radio broadcasting, this service has a BBC Learning English project, which is the most popular program that helps students learn English, especially at the first stage of training. Moreover, there is a large database of interesting free

English online podcasts (short audio or video recordings, made in the style of a radio broadcast), contributing to a significant improvement in the perception of English speech by ear.

The podcast hosts are native speakers, so students have the opportunity to listen and learn a living language, in the form it is used by ordinary residents of English-speaking countries. Podcasts are divided into three levels: 1) for beginners (elementary), 2) for students with intermediate knowledge of the English language (lower intermediate and intermediate), and 3) for students with higher knowledge, upper intermediate. The advantage of the BBC Learning English project is that the pace of speech of voiced dialogues is different, depending on the level of language training.

Podcasts in English (<https://www.podcastsinenglish.com/>) is the most diverse, largest, and most interesting podcast site. Here are video podcasts divided into types; depending on the user's desire, you can choose news video podcasts, clippings from TV series, recordings of awards such as Oscars, and academic videos. The podcasts are divided into language levels, from easy to difficult, by accent type, and by podcast length. Teachers can create exciting homework activities with clips from the series.

Here are additional three websites that you can use for listening activities in your classroom. They are ESL Lab, ESL Lounge (<https://www.esl-lounge.com/student/>), and Many Things.

ESL Lab (<https://www.esl-lab.com/>) is an Internet site that is focused on providing free listening materials. The materials on the website are organized by level, from easy to difficult, and by categories such as games, idioms, culture, and academic topics. In this Academic Listening section, you can see that the materials are categorized by difficulty level, so they can be used in a variety of classrooms.

The screenshot shows the ESL Lab interface with three navigation buttons at the top: "See Listening Script" (light blue), "Back To Easy Quizzes" (dark blue), and "Language Games" (red). Below these is a table with the following data:

Level:	Topic:	Speakers:	Length:
easy	family activities	man – young girl	00:39

Below the table is the "Pre-Listening Exercise" section, which includes a question: "If you are a child, where do you want your mother or father to take you on their day off (e.g., amusement park, zoo, swimming pool, a park, etc.)?". This is followed by an "Idioms" section with two entries:

- "soft-hearted" = gentle, kind
"He might not seem very understanding, but you'll see he's soft-hearted once you get to know him."
- "run in the family" = physical or personality traits that are similar
"All their kids are very athletic; it seems to run in the family."

 The "Listening Exercise" section is labeled "A. Listen to the recording and answer the questions." and features an audio player with a play button, a progress bar at 00:00, and a volume icon.

Figure 1. ESL Lab interface

Let's take a look at this elementary-level audio "A fun day". This is the basic format for all of the activities. It starts with a pre-listening exercise that gives students the choice to see the places where the parents can take a child to make him happy and his day amazing. Despite the easy level, the teacher can work with idioms in classes. Next is the main listening exercise where students will listen to the embedded audio file and answer the multiple-choice questions that follow. A great thing about this exercise is that it is automatically graded, and students can get immediate feedback, which means that you might be able to assign this as homework or as out-of-class practice.

As for a post-listening exercise, a teacher provokes the discussion on the ways of improving family relationships. Students share their thoughts and experiences on the following topics with a partner:

- What things did you do together with your family when you were growing up?
- Do you still do any of these things today?

As for the project activity, the website provides the following questions to find information about an amusement park on the Internet:

- What is the name of the amusement park?
- Where is it located?
- What are the hours?
- How much does a ticket cost to get in?
- Are there any discounts for children or seniors?
- What are the main attractions of the park?

The next great listening website is *Many Things* (<https://www.manythings.org/>). As its name suggests, this website has many things. It has resources for all language skills. This website is particularly useful for EFL teachers because it provides audio files with different English accents. Some audio files have extemporaneous speech, which provides good, authentic language.

There are also audio files with recorded readings, like this one that has spoken passages from the Foreign Student Series in Voice of America Special English. All these audio files are accompanied by transcripts. It is possible to pause after each sentence to say the sentence. This should allow you enough time to repeat the sentence without feeling rushed. These are all sentences that are recorded for the *Tatoeba Project* (<https://tatoeba.org/en>) and if you want to join that project and translate some of these sentences into your own language, it is possible.

On the *Lyrics Training* (<https://lyricstraining.com/#nr>), which has an app *Lingoclip* (<https://lingoclip.com/>), the students can improve their listening skills by working individually and in class with a teacher. The website proposes to enhance your listening and train your brain to recognize the words and sounds of foreign languages. Listening to different accents and pronunciations gives your brain more flexibility. You can choose the level and the song depending on the topic of the lesson.



Figure 2. Lyrics Training interface

The process of selecting a song is one of the most difficult aspects of using music in a lesson. Is this going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic? We recommend asking students the songs they like, as teenagers prefer pop more than rock ballads, for example. On the contrary, mid-aged groups of students will like jazz and rock ballads.

There is also an app called *Soundhound* ([SoundHound - Music Discovery - Дополтки в Google Play](#)) that identifies songs and displays lyrics when the user holds it up to a speaker playing a song. It's amazing cause this app identifies songs and pulls up the lyrics for you. All you have to do is open the app, tap on the icon, hold it up to the speaker playing the song, and the app will bring up lyrics and information about the song.

English Listening Lesson Library Online, or ELLLO (<https://www.ello.org/>), has over 3,000 free listening lessons for all levels. Most lessons have audio or video, a transcript, vocabulary support, and interactive quizzes.

Another website called *Lyricsgaps* lets your students choose the language level and create vocabulary exercises after listening to the song (<https://www.lyricsgaps.com/>). The song "Count on Me" by Bruno Mars gives you different versions for filling the gaps activity.

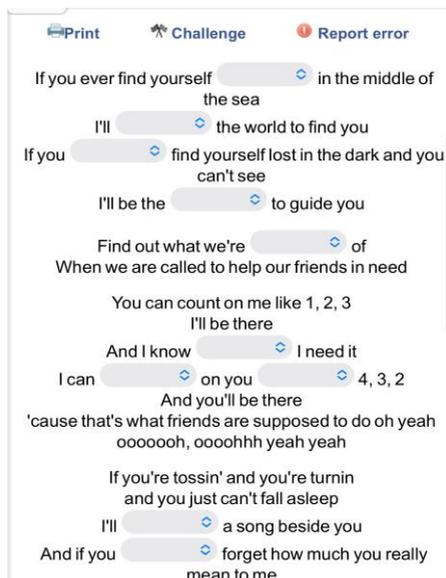


Figure 3. Lyricsgaps interface

Utilizing *TED-Ed videos* (<https://ed.ted.com/>) presents a lot of advantages in enhancing students' language skills, particularly in listening comprehension. These videos offer authentic and engaging content, featuring diverse speakers discussing a wide array of topics. As a result, students are exposed to various accents, speech patterns, and vocabulary, aiding in improving their ability to understand different forms of spoken language. Moreover, TED-Ed videos often come with subtitles or transcripts, enabling students to follow along while listening, reinforcing their comprehension and helping them grasp nuanced vocabulary and idiomatic expressions. The captivating nature of these videos also sustains students' attention, fostering an environment where they willingly engage with the language, thereby boosting their listening skills.

Teachers can help students get started by selecting resources from the internet to help teach listening. For example, listening activities on the websites of the US government. One is

on the *Voice of America* website and the second is on the *American English* website.

The *Voice of America* website in the Learning English section contains news stories in video format with audio and subtitles. The videos allow the students to listen to current stories that bring them news from around the world. One example is about an unmanned spaceship from the US Space Agency that was on a test flight. It provides great listening materials for the students because there are a lot of visual cues that the students can use to see what's going on. They can get meaning from both watching and listening. In the picture shown you can see the spacecraft and the moon in the background.

The videos also include subtitles that provide text that goes along with audio. The audio is spoken in very slow and clear English. So, these resources are ideal for bringing current and interesting materials into the classroom with English that is accessible to learners. Plus, after you introduce this website to students, they will know where they can find a constant source of current information in English.

We want to present some activities in the following lesson plan you can use to teach grammar with the help of songs. This lesson is mainly designed to help students relate previous knowledge of the grammar point to the proposed activities, recognize and apply the structure and use of the Past Simple and the Present Perfect, to develop linguistic competence.

The song is "*Earth Song*" by Michael Jackson and playing it in the class helps to understand the general idea of the importance of ecological development, paying attention to the target grammar point.

Learning goal for the listening unit: to help students understand the use of the Past Simple and the Present Perfect in context, and identify common English phrases and their meanings.

Unit Length: 60 minutes

Teaching Context:

- Age group: Students from 13-18

- Students' English Proficiency level: A2+
- Overall focus of the listening unit:
- Relate previous knowledge of the grammar point to the proposed activities.
- Recognize and apply the structure and use of the Past Simple and the Present Perfect
- Develop linguistic competence.
- Use the Past Simple and the Present Perfect correctly in both spoken and written language.

The focus of each listening activity is listed in the table below: (e.g., work on phonology, listen for words, listen for phrases, etc.)

#1: Pre-listening activity: Activate Students' schemata and understand the topic and main idea.

#2: While-listening activity: Listen for the use of the past simple and present perfect in English

#3: Post-listening activity: Practice pronunciation and develop speaking and debate skills.

#1: **Pre-listening activity:** students think about five minutes and write down the ecological problems they know.

They discuss them among peers. Then, they watch the video of the popular song "*Earth Song*" by Michael Jackson and try to understand the general idea of the song, paying attention to the target grammar point. This is a Top-down activity since students are instructed to get the main idea of the song by listening to the cues provided by the context

Main objectives of the pre-listening activity: The pre-listening activates the student's schemata.

Duration is 20 minutes.

Help options: To provoke the discussion of the problems of the environment.

Resource: Video of the song without the lyrics

<https://www.youtube.com/watch?v=XAi3VTSdTxU>

#2: **While-listening activity:** students fill in the blanks with verbs in the past simple they hear in the song using the first

written example. This is a Bottom-up activity since students must decode information, and pay attention to grammar, structure, and vocabulary.

Main objectives of the while-listening activity:

- it is focused mainly on the identification of the Past Simple.
- Students analyze the formation of the affirmative and negative forms of the Past simple and Present Perfect and the interrogative form.

Duration: 15 minutes.

Help options: For this activity, students will work on the worksheets printed for them and fill in the gaps. The teacher may play the song more than twice so that students can complete the blanks correctly. The teacher asks to finish the activity and gives worksheets to a partner and if the partner finds a mistake, he consults the teacher.

Resource: Video of the song without the lyrics. URL: <https://www.youtube.com/watch?v=OstvvP8QuxQ#3>: **Post-listening:**

Students listen to the song and try to guess the difference between the usage of the Past Simple and the Present perfect.

Students write down the second and the third forms of the verbs into a worksheet they have heard in the video

Students discuss the environmental problems they have heard in the song using past simple and the present perfect.

They practice the structure of the grammatical point, the new expressions, pronunciation and intonation.

Duration: 25 minutes.

Help options: Students learn how to understand the difference in meaning of the past simple and the present perfect.

Students learn how and where to find the forms of irregular verbs.

The teachers may help students discuss the environmental problems in the USA and Ukraine

Video of the song without the lyrics. URL: <https://www.youtube.com/watch?v=OstvvP8QuxQ>

Implementation Notes:

Activity #1 (Pre-listening): The teacher wants to raise interest in the problem of ecological catastrophes and the importance of studying ecological laws and environmental protection. The students work individually to remind the ecological problems they know and then share the results with their peers and add to the list the problems of ecology they have not written.

Activity #2 (While-listening): After distributing the worksheet the students work individually and put the appropriate verb to the sentence. Students can change the form of the verb if necessary. The teacher asks a volunteer to read his/her variants of the task. The students check the right answers, the teacher approves the right answers.

Activity #3 (Post-listening): Then the teacher gives the second worksheet where students see the sentences from the song, and they should match the meaning of the verb with the sentence. The teacher checks the right answers with the help of cards (the green card is the past simple and the yellow card is the present perfect), the students read the sentence and tell the name of the English tense. After that students check the right answers in the match activity. After students have written down the second and the third forms of the verbs, they have heard in the video they listen to the song again and see the difference in pronunciation of the regular verbs.

At the end of the class, students discuss the environmental problems they have heard in the song using past simple and the present perfect. They practice the structure of the grammatical point, the new expressions, pronunciation, and intonation.

3.3. Developing Students Critical Listening and Viewing Skills

The internet brings news, information, and entertainment to the world using oral language. Many people are always on their devices listening to someone and something. And there is just a lot to listen to in English. A lot of the news is broadcast in English. A lot of the communication between people in different countries happens in English. So, anyone who wants to participate is wise to learn to listen in English.

Listening is one of the four main types of speech activity as well as reading, writing, and speaking. Students must receive audio information from different personal types of sources: advertising lenition, dialogic and monologue speech of native speakers, and audio and video clips.

The content of videos and audio tracks should not exceed two minutes so that students can get the whole information, remember it, and be able to analyze it.

Is it possible to effectively engage in listening and recognize the required amount of information? Listening is a receptive type of speech activity, therefore, all processes that occur in the listener's mind are not expressed externally and remain beyond observation. Despite this, listening has an active internal form of flow and therefore is realized thanks to the cognitive actions of the listener, such as synthesis, deduction, induction, comparison, contrast, abstraction, etc.

Both authentic and non-authentic sources are used to teach listening. Many teachers are afraid to use authentic sources at the primary level of education because of the fast pace of sound, volume, variety of accents, inconsistency with the topic of the lesson, or the educational achievements of the students. However, if students are deprived of authentic sources from the very beginning, it is unlikely that the ability to listen to adapted texts will develop into the ability to understand authentic foreign language speech at later stages of language learning because such a transition will never happen.

Recently, scientists increasingly emphasize that authentic audio materials have great sociocultural potential, as they reflect the cultural and linguistic diversity of the country whose

language is being studied, that is, the interests, values, and ideas of a wide range of ethnic, youth, professional, and other cultural groups.

The traditional approach to teaching listening includes three stages: pre-text (pre-listening), text (while-listening) and post-text (post-listening). At the pre-text stage, the teacher's task is to create motivation for listening to the text, activate previous knowledge on the subject of the text, remove language difficulties, and set an accompanying task for listening to the text.

To perform the tasks of the pre-textual stage, the teacher refers to the student's own experience. It is worth noting that at this stage not all unfamiliar words should be explained, but only those that are key to understanding. Such words are introduced in context, and not in isolation, students have the opportunity to independently establish the meaning of a particular word or expression. Even before listening to the text, students can use listening strategies that facilitate the process of listening to foreign language speech. It is possible to use a top-down approach and give a task of predicting the content of the text based on its title and activating existing knowledge on the topic. Top-down skills help students to understand main ideas by predicting what they will hear from what they know, what they are hearing, and other cues in the environment. Visual cues typically provide good support.

Overall, successful top-down listening gives students that big picture. Bottom-up listening skills help students to de-code information based on vocabulary and grammar as well as clues in the discourse. Top-down and bottom-listening skills work together for successful listening.

First, for the pre-listening part, I have a class discussion on key vocabulary or relevant grammar points that they will hear.

Based on the title and description of the talk, I have them predict what the speaker will say about the topic.

In real life, the performance of any activity is determined by the goal. The same is true in listening - the student must be aware of the purpose for which he is listening to this text. Ideally, the tasks that the student has to perform during listening should facilitate the process of perception and become more difficult with each subsequent listening

Therefore, the first task before listening to the text should be clear and specific, and not just "listen and understand the content". The first listening is aimed at understanding the main content of the text (listening for gist), so the accompanying question should not concern its details. It can be one or two questions. At this stage, students can check their hypotheses about the content of the text, choose a title for the text, etc. However, the ability to listen is not limited to the general understanding of the message. It is important to understand the details, and for this, the ability to decode information is necessary, which should be paid attention to during the second listening, which is aimed at detailed understanding (listening for specific information).

There are such types of exercises as completing sentences, inserting gaps in the text, answering questions, multiple choice, matching, listening while simultaneously reading the recording, finding inconsistencies between the recording and the printed version, etc. After each listening session, students should be given the opportunity to discuss the answers first in pairs and then face-to-face.

When setting tasks for listening to the text, it is important to use paraphrased sentences and not those that sound in the text. Also, tasks should not duplicate the same information. The post-text stage, in addition to checking the understanding of what has been heard, aims to develop oral and written communication skills, as well as extract linguistic material from the text to be studied. Students prepare presentations, discuss the information heard, participate in debates, etc.

Thus, at each stage of working with the text, students perform exercises, in the planning of which you can use the

classification (taxonomy) of the goals of cognitive activity, developed by B. Bloom. According to the updated version of B. Bloom's taxonomy (2001), all cognitive processes are divided into two levels: low (LOTS) and high (HOTS). Accordingly, two groups of exercises are distinguished in training: those that develop mental skills of a lower level, and those aimed at developing skills of a higher level. B. Bloom placed them in a hierarchical sequence from simple to complex. These exercises teach to analyze, differentiate, compare, generalize, evaluate, argue, and create new. For the correct wording of the instructions for the exercises of each level, verb instructions were proposed. B. Bloom refers to such cognitive processes as knowledge, understanding and application to mental skills of a low order. Lower-level exercises are aimed at identifying the factual information of the text, such as name, list, explain, complete, define, distribute, etc. Actually, this is the ability to remember and transfer information to another. High-order mental skills include such processes as analysis, evaluation, and creation of new ones. Higher-order exercises are aimed at developing critical thinking skills. At this level, tasks require students to generate, plan, and create something new and are formulated as compare, consider why, how, propose, rank, prove, plan, develop, create, invent, etc. It should be noted that the process of performing the task of the corresponding level involves the involvement of thinking skills of all previous levels, i.e. during the performance of the exercise, which foresees the analysis of the material, the student necessarily involves knowledge, demonstrates understanding of the material, gives an assessment and uses it in practice.

The study of any topic should end with exercises of the highest level, that is, the level of creation, at which students perform creative life-oriented tasks, namely: write articles, comments, blogs, prepare a radio / television program, compose stories, projects, designs, make presentations, describe their inventions etc.

Unfortunately, as experience shows, many teachers do not bring students to this level at all. This also applies to learning listening: textbooks often use tasks such as “listen and make a list / answer the questions / complete the sentences”, etc.

As for higher-order tasks, they often take place only at the pre-text and post-text stages. At the text stage, when the process of decoding the text and discovering its content takes place, tasks of a lower order are usually applied. However, many methodologists recommend developing complex cognitive skills even while listening to the text. Here are some examples of exercises that can be used to develop critical thinking at the stage of actually listening to foreign language messages.

Everyone knows the fact that there are many sources of information on the Internet, but not all of them are reliable and trustworthy. Therefore, the teacher can pick out information that is fake and ask the students to think while listening to it, whether it is reliable, and explain why it is or why it is not. Of course, to understand the content of the statement, the student will use all lower-order skills, and to formulate an answer, he will have to involve higher-order skills.

You can choose from authentic sources a dialogue between people of different ages and ask students to determine their gender, age, origin, and tone of communication while listening, relying not only on the voice, but also on the arguments given by the interlocutors. Students should justify their opinions by giving clear examples from the dialogue.

Now each of us has the opportunity to listen to the news in English, according to the listener’s level. The teacher offers to listen to the news and come up with a headline for it. Such a seemingly simple task requires mental skills to extract basic information and formulate it in a few words.

The very common task of the pre-text stage in predicting text information can also develop higher-order skills at the stage of listening to the text. Students should mark the ideas that were expressed in the text and explain why the other ideas they predicted were not expressed. Are they relevant or can they be

used to expand the topic? Similar tasks find a way out in the preparation of presentations by students.

3.4. Using Social Media for Language Learning

Social networks in this sense have undeniable advantages and a number of advantages can be identified in their use when teaching foreign languages, among which it should be noted:

- 1) The relevance of social networks in the modern world;
- 2) Widespread social networks among young people;
- 3) Possibility of posting a large amount of information;
- 4) Availability through any device, be it computer or mobile digital devices, therefore, accessibility anywhere and at any time (including during the lesson);
- 5) Ability to carry out activities remotely;
- 6) Interactivity;
- 7) The ability to use available online information, edit take it and add your own;
- 8) Multifunctionality (the ability to implement various types activities on one platform);
- 9) The ability to organize groups, communities, conversations of different types at the same time, the creation of closed communities and groups can help improve the status of students and create additional motivation for learning, etc.

With the correct use of these social networks and filtering the content provided, great opportunities open up for the student to learn a foreign language. For example, they can speak a foreign language with native speakers, as well as practice monologue and dialogic speech in direct communication with foreign-language peers. This will increase motivation to learn a foreign language, as students will have the opportunity to apply their knowledge in practice and understand the value of the language they are learning.

Students can also participate in discussions and leave their comments in a foreign language, and participate in competitions organized by numerous communities on social networks. Social networks will also be useful in developing reading skills. They allow you to read news, take part in discussions, read various stories, statuses in English. It is also important to read personal messages from foreign peers since in real communication students need to go beyond the educational program and look for the meaning of various idiomatic expressions and text abbreviations.

Pinterest is a social network that allows you to find information on various topics, including foreign languages, create mood boards and share them with your friends or classmates. There are also a huge number of social networks, the main purpose of which is direct communication with native speakers; here we can name such popular portals as Busuu.com, Lang8, Interpals.net, Conversationexchange.com, Speaky and many others.

Whatsapp, Telegram allow you to create groups and closed communities that can serve as a platform for communication between a student and a teacher and transmit information in real time. It must be emphasized that the use of the above-mentioned tools often increases the teacher’s authority among students and contributes to the creation of trusting relationships.

You can start a campaign online in Facebook giving your students a task to talk about negative impact of smoking with the help of sharing the information for society. If you find #antismockingcampain# in facebook, you can see how students of Access program practiced writing at English class.

Table 1. Lesson plans and activities with using social media for teaching vocabulary

	Major Assignment: Using Social Media to Teach Vocabulary
Title:	Studying Emotions in English with the help of Instagram

Brief Description:	This lesson plan deals with Teaching vocabulary on the topic Emotions in English
	Major Assignment: Grammar Teaching Materials Development.
Title:	
Brief Description:	The objectives for this lesson are to understand the tense use cardinal and ordinal numerals and use them in communicative situations. At the end of this activity, my students can describe the position of objects using ordinal numbers, write ordinal numbers up to the tenth number using words, and write ordinal numbers up to the tenth number using numbers.

Instagram could be used to teach social-emotional learning. It is easy to use, is very popular among the students and it motivates them to study in their free time as they like to entertain themselves in the evening. It gives students the opportunity to share, communicate, and stay in contact at any time having fun and studying.

What is the specific vocabulary your lesson is addressing? Why did we choose these vocabulary words?

It is very important to study emotions in English as distance education gives students less opportunity to study with the help of physical activities and share emotions. Also, students use emojis every day and they should know what they all mean and how to write what you feel in English. Also, it is possible to analyze the official pages on Instagram (president Zelenskiy, Education USA, Flex alumni) and pages of famous people and bloggers to see how they express their emotions and what is the difference between the style of official accounts and ordinary people, bots, etc. This is also the way to improve media literacy skills.

Who are your learners?

The students of the English Access Microscholarship Program, temporarily displaced students from Sloviansk, Ukraine.

How old are they? - 15-17 years old

What level of education are they in? - The 7th-10th class of secondary school

What is their approximate proficiency level? -A2

Why are they taking this English class?

They want to know each other more with the help of social media and share each other's mood of the day

Are they familiar with and do they have access to the social media tool you selected?

They are familiar

Objective: SWBAT: list the appropriate strategies for grouping students, modify an existing activity by changing the procedure, assessment, and outcomes, and adapt the activity to the topic and level they need in class.

Duration: 1 hour 20 minutes.

Type of activity: Research and development

Format: in-class or online (group work).

Instruction: The teacher asks students how it is possible to know the way all friends feel today. Instagram can help to study the emotions of familiar people and their reactions to the situation, the world and the community.

Procedure:

Activity 1. *Students revise positive and negative emotions in English by watching the stories in Instagram*

E.G. My friend Max feels happy today as he posted the coffee in MC with friends.

Activity 2. *Students create the sentences with situations they have already been in by sharing the photos of their personal accounts after visiting some places*

E.g., Here I feel sad as I have not seen my friend for a long time

On this photo, I and my mum are delighted as we have just visited a museum in Poland in Krakow.

Activity 3. Find a variety of emotions on Instagram and name them and show the photo to a classmate. You can give synonyms to different words related to emotions.

E.g., Diana is happy, delighted, proud, satisfied, excited and feeling great



Activity 4. Find someone, who...

The teacher asks to find in Instagram people who feel *unhappy, hopeless, gloomy, miserable, annoyed, frustrated, bitter, interested, mad, insulted, dislike, revulsion, joyful, proud* and write the answers to the following statements.

E.g.: When someone interrupts me, I feel (name all possible variants).

When I have missed a bus, I feel ...

I feel ..., when I broke a leg.

I feel..., when I lost my phone.

I feel..., when someone cries.

I feel..., when I got a bad mark.

I feel..., when I have to repeat the same sentence.

Activity 5. Feelings Pictionary

Students draw something on Instagram to represent one feeling until their partner guesses which one it is, e.g., drawing a face and tears for "sad". This can also be done with full sentences, e.g. "I am bored because I am doing my homework". You could

also combine it with a recent vocabulary point by drawing “a happy carrot” (food vocab) or “an angry car” (transport). How faces are drawn to show feelings is surprisingly culturally dependent, so bringing in typical drawings from other countries could add a nice cultural aspect to the lesson. You can then move onto the fascinating topic of emoticons in different countries. you can also present the story about how you feel by showing emotion with or without naming it.

Activity 6.

Students monitor the emotions of famous people and prove that even famous people can feel bad (negative emotions). They create presentations about famous people (a politician, a pop star, a singer, a blogger, an actor, a pilot, a cook, an official page of exchange programs alumni, etc.). Students take turns performing in front of peers. Groups share with the rest of the class and report any difficulties they faced during the discussion

Homework: students create a map of emotions, make a post on Instagram where they feel differently depending on the situation and classmates should write a comment on the emotions.

Part 1.

Type of Course	(+) General English
Target audience	Age group: <u>7-10 years old</u> Students’ educational level: <u>4th class at secondary school</u> Students’ English Proficiency level: <u>a1</u> Class size: <u> 20 </u> How class size affects this activity: <u>class size does not affect this activity</u>
Classroom equipment	My classroom is equipped with a smartboard, laptop.
Lesson Aims	To help students study cardinal and ordinal numerals and use them in communicative situations.

Learning Objectives	At the end of this activity, my students should be able to: -describe the position of objects using ordinal numbers, -write ordinal numbers up to the tenth number using words, -write ordinal numbers up to the tenth number using numbers.
Assumptions	Students have already a class on learning cardinal and ordinal numerals, and they know how to write them
Assessment	The teacher monitors the students. Students perform their examples of usage of the numerals in front of peers.
Class time	90 minutes
Resources (and links)	Video: https://learningenglish.voanews.com/a/6828974.html Game: https://americanenglish.state.gov/files/ae/resource_files/which_one_is_different_why_instructions_0.pdf https://chat.openai.com/?model=text-davinci-002-render-sha Corpus of Contemporary American English: https://www.english-corpora.org/coca/

Part 2: Materials development process

First, we studied the videos of the module and we wanted to choose the easiest grammar topic for students but one of the topics teachers do not focus so much at ESL classes as it seems to be easy. The aim was to see how cardinal and ordinal

numerals are used and written in texts, videos and communicative situations. We proposed watching the video and do pre-, while- and post-watching activities to understand the way ordinal numerals can be used in sentences as different part of speech (a noun, an adjective and an adverb). We also include board game resources of American English website and ChatGPT. We give students time to find their own examples that come to their mind about the use of ordinal numerals in English and they can learn them more with the sentences related to the American Culture.

Part 3: Lesson Plan

Stages	Interactions Ss/T T/Ss Ss/Ss	Aims
<p><i>Warming up</i> The teacher asks the students to stand up and put different cards of emotions on the table. Students should come and take a card that better describes their emotions. Then the teacher asks the students to count how many students are:</p> <ul style="list-style-type: none"> ● happy ● sad ● Frustrated ● Disappointed ● Relaxed ● Hungry ● Thirsty ● Lonely ● Cheerful <p>At the end of an activity, the teacher asks to divide into two groups: the negative emotions and positive</p>	<p>Ss/Ss T/Ss</p>	<p>To engage students in the topic of the lesson and introduce the grammar point</p>

<p>emotions and count the participants in each group.</p>		
<p>Development The teacher asks students about their favorite number and he makes sentences with this number, students help the teacher to write the sentences (10 MIN) The teacher shows the video about how to use ordinal and cardinal numbers to the whole class. (5 MIN) Students watch the video and do <i>while</i> and <i>after watching</i> activities. They work individually or in pairs. (See Activity 2). (15 MIN) Students share and check their answers. The teacher corrects them if there are mistakes. (10 MIN) Students use COCA and do the tasks in Activity 3. They can work in two groups of three. The teacher monitors the results. (20 MIN)</p>	<p>T/Ss</p>	<p>Students revise the types of numerals</p> <p>Students learn how numerals are used in the communicative situation. Students practice use of cardinals and ordinal numerals To expand students' understanding of the numerals.</p>
<p>Homework Students are asked to finish the last activity at home in case they run out of time in class. The teacher explains how to use ChartGPT and students search for the use of the cardinal and ordinal numerals in English in text on the Internet</p>	<p>S/S</p>	<p>To expand students' understanding of numerals</p>

Part 4: The complete and ready-to-use materials

ACTIVITY 1: Warm-up:

a- Look at the pictures. What emotions do you see and come to the card that represents your mood of today and hold it with one hand?

b- In pairs, look around and try to count the number of people standing next to you.

c- Listen to your teacher. How many students are happy today? Raise your hand without dropping the card of the second one to answer the question.

How many people are frustrated?

How many people are sad? Etc.

d- Listen to the teacher and correct the mistake.

Teacher: Ten students are happy.

Supposed answer: No, you are mistaken. Five students are happy.

Teacher: TWO students are sad.

Supposed answer: No, you are mistaken. Only one student is sad.

ACTIVITY 2: Video Watching

Before You Watch:

Teacher asks the students the question

What parts of speech can ordinal numerals act ?

<https://learningenglish.voanews.com/a/6828974.html>

While You Watch:

Watch the video

a- Focus on the examples provided and match the two parts to complete the sentences.

1. The World Cup starts _____
2. That team ranked second _____
3. 3. The second largest team _____
4. The country won its second _____
5. 5. It is the second time that _____
 - a) country has won the silver
 - b) on the second of July
 - c) in the world last year

- d) was Kyiv Dynamo
- e) medal

b- identify the type of the modifier -a noun, an adjective and an adverb

1. When does the World Cup start?
It starts on the third _____
2. That team ranked third in the world last year _____
3. the second largest team _____
4. the third winningest team _____
5. The country won its first gold medal _____
6. This is the second time that country has won the gold _____

After You Watch:

1. Make your own sentences where ordinal numerals can act as a noun, an adverb, an adjective.

ACTIVITY 3: Follow the instructions bellow.

- a) Open the website
<https://www.english-corpora.org/coca/>
- b) find the examples of usage of cardinal and ordinal numerals e.g., the first president, the seven world wonders, the ten fingers, second hand, etc.

- c) share with a partner

Activity 3:

Open the website

https://americanenglish.state.gov/files/ae/resource_files/which_one_is_different_why_instructions_0.pdf

Choose the game Square and think about the right answer and tell it without naming but telling it with ordinal numeral e.g., The U.S.A., England, France, Australia —---- the third!

Game Squares

START: LET'S BEGIN!

1. The U.S.A., England, France, Australia
2. wedding day, holiday, birthday, weekend
3. wood, metal, plastic, stone
4. tea, coffee, milk, fruit juice

5. hot, cold, wet, warm
6. plants, trees, flowers, grass
7. red, white, blue, orange
8. finger, leg, head, neck
9. post office, library, police station, hospital
10. Spanish, Arabic, English, Indonesian
11. ocean, lake, river, rain
12. sun, moon, planet, Earth
13. car, train, helicopter, airplane
14. dog, fish, mouse, elephant
15. OUCH! GO BACK TO START.
16. cake, candy, chocolate, ice cream
17. mother, grandfather, aunt, father
18. hat, jacket, shoe, scarf
19. kitchen, garage, yard, home
20. intelligent, handsome, funny, shy

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Chapter 4.

DIGITAL TOOLS FOR DEVELOPING SOCIAL AND EMOTIONAL LEARNING SKILLS

4.1. Introduction to Social and Emotional Learning

The educational environment, taking into account the challenges it has had to face in the last few years, actively implements social and emotional learning into everyday practice, because the relevant competencies of students formed during studying contribute to their successful adaptation to the environment, determine the quality of interaction with other people, form stable relationships, contribute self-determination and achievement of personal goals. That is, acquired social and emotional competencies literally prepare students for life in society.

As a pedagogical methodology, **social and emotional learning (SEL)** aims to help students of different ages understand their emotions and develop empathy and social skills. Basic research and popularization of SEL is carried out by the American organization “Collaborative for Academic, Social, and Emotional Learning” (abbreviated CASEL) founded in 1994, which defines SEL as an indispensable component of education.

The main goal in social and emotional education is the formation of core social and emotional competencies in students, also called CASEL 5: self-awareness (the abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts), self-management (the abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations), relationship skills (the abilities to establish and

maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups), responsible decision-making (the abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations), and social awareness (the abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts). Achieving this goal becomes possible through the interaction of teachers with the class (SEL instructions, appropriate classroom climate), schoolwide SEL integration (SEL culture, practice, and policy improvement by all members of the school community), cooperation with authentic partnerships (informing, supporting, and sustaining SEL efforts by families or caregivers of students) and local communities (coordinated educational opportunities) (CASEL Frame, 2023).



Figure 1. CASEL 5 Framework

In addition, to this list of levels of interaction, it is worth adding the level of policy of state institutions regarding the

implementation of SEL, in particular, in the context of relevant legislative and executive documents.

In the last decade, social and emotional learning has been gradually declared and implemented in various programs of the Ukrainian education system. For example, in accordance with the Order of the Ministry of Education and Science of Ukraine No. 1431 dated 18.11.2019, a five-year experimental program “Social, Emotional and Ethical Learning” (SEE Learning) is being implemented in 26 general secondary education institutions, the scientific and methodological leaders of which is the public organization “EdCamp Ukraine” with the participation of the Institute for Modernization of Educational Content, the Institute of Educational Challenges at the National Academy of Pedagogical Sciences of Ukraine and with the support of the Civil Peace Service Ukraine - GIZ (Наказ МОШ №1431, 2019; EdCamp, 2020).

At the same time, the State Service of Education Quality of Ukraine announced the participation of Ukrainian children aged 10 and 15, together with their peers from 15 countries of the world, in the Organization for Economic Cooperation and Development (OECD) survey in the fall of 2023, which is the stage of a large-scale study of social and emotional skills. In addition, the context that surrounds students (parents, teachers, administration of educational institutions) will be involved in the survey as well (Дослідження, 2023).

Thus, in the Feasibility Study on Opportunities for SEL within New Ukrainian School Reform (under the general editorship of Liliia Hrynevych and Svitlana Kalashnikova, 2021), the results of the study of educational policy in this direction, an overview of the existing practices of teachers, as well as comparative analysis of standards and educational programs of secondary education regarding the promotion of social and emotional learning in relation to the CASEL 5 Framework (Гриневич, 2020).

It was found that in the State Standard of Basic and Complete General Secondary Education (2011) in the linguistic and literary field, compared to other educational fields, tasks corresponding to the formation of all five social and emotional competencies are set to one degree or another. The following descriptors of SEL in this field have been revealed: 1) self-awareness - determination of personal values, understanding of stereotypes, and prejudices; 2) self-management - identifying self-discipline and self-motivation, setting personal and group goals; 3) responsible decision-making - determining ways to solve personal or social problems, applying critical thinking skills, being able to make a decision after evaluating facts, information and data, assessing personal, interpersonal, public influences; 4) social awareness - perception of the views of others; 5) relationship skills - building positive relationships, effective communication, ability to resolve conflicts constructively (Гриневич, 2020, p. 74-78).

The linguistic and literary field of education is also productive for SEL according to the State Standard of Basic Secondary Education (2020) (Гриневич, 2020, p. 80-86]. However, in the general context of all educational fields of this Standard, "the sphere of the personal is slightly less represented in comparison with the social" (Гриневич, 2020, p. 94).

In this respect, the formation of social and emotional competencies is possible, first of all, in language and literature lessons. While reading and discussing works of Ukrainian and foreign literature, keeping a reader's diary, students have the opportunity to reflect on universal human values and national characteristics, analyze the emotions and behavior of characters, show empathy for them, compare with their own experience, etc. When learning English, the development of SEL competencies also takes place, at the same time, speech competence is improved, vocabulary is enriched, and relevant grammar is updated.

Luis Javier Pentón Herrera (2020) emphasizes the importance of implementing SEL by English teachers in their

classes, because “In addition to teaching our English learners how to properly listen, read, speak, and write English, we must also understand the responsibility we have to inculcate the social and emotional skills needed to flourish in American society” (Herrera, 2020, p.2), and that is true for any society. According to the researcher, teachers naturally shift towards SEL when they recognize students as individuals facing personal challenges. This shift fosters empathy and the acknowledgment of support needs beyond academic learning while the language itself becomes a tool for the restoration, support, and healing of English learners (Herrera, 2020, p.4-6). Thus, “SEL and academic learning experiences can and do work in synergy; they do not have to be mutually independent of one another. Where SEL instructs, educates, and heals the learners’ minds and soul, academics strengthen students’ content knowledge and achievement” (Herrera, 2020, p.11).

Therefore, a comprehensive study of social and emotional learning actualizes the study of effective methods and tools for its implementation in the educational process. The use of digital teaching tools can be an ergonomic approach to the introduction of SEL in lessons, in particular the English language.

4.2. Tech Tools to Support Social and Emotional Learning in EFL Classes

During the Covid-19 pandemic and the Russian-Ukrainian War, many educational institutions in Ukraine adopted remote or blended learning formats to prioritize students’ safety. English teachers started to use many online tools to make remote education more effective and interactive, to develop language and social skills of students. As Rachele Dené Poth (2023) wisely emphasizes, integrating technology into

education facilitates a more open exchange of students' experiences.

In the field of second language acquisition, there are various perspectives from which researchers and educators can view language learning (Lightbown & Spada, 2013). From the behaviorist perspective, educators emphasize repetition and memorization. The sociocultural perspective, however, takes into account the social context of language learning. It became especially important in crisis times. In this case, technologies just help us to navigate the complexities of language learning within a social framework. When things get tough, the sociocultural perspective reminds us that learning doesn't happen in isolation - it's deeply intertwined with our social environment. Technologies then become like guiding stars, helping us find our way through the challenges and connecting us with resources, people, and support systems. It's like having a high-tech compass in the intricate landscape of language acquisition.

Social-emotional learning plays a crucial role in enabling teachers to create more unified learning experiences for students across various scenarios. Integrating technology into this process can effectively address gaps in students' social and emotional skill development. While educational and maker technologies are not intended to replace the importance of human interactions for children, they can certainly enrich these interactions, making them more profound and meaningful. This enhancement contributes to students expressing themselves on deeper levels and strengthening their connections with the projects they engage in.

The use of technology for social-emotional learning is logical because it provides students with genuine and authentic learning opportunities. Connecting instructional content to students' emotions through technology enhances its authenticity and relatability. Digital tools play a crucial role in developing students' social-emotional learning (SEL) skills. In the midst of the challenges faced by Ukrainian universities and schools, prioritizing the well-being of our students becomes paramount.

While we acknowledge that uncertainties and personal tragedies may arise, our focus remains on addressing their immediate emotions and fostering a positive learning environment.

For educators navigating both online and offline classes, integrating simple yet impactful digital tools becomes essential. Particularly in virtual learning through platforms like Zoom, features such as Zoom reactions and filters offer valuable insights into students' emotional states.



Figure 2. Examples of Zoom reactions to express emotional state.

Zoom reactions provide a quick and non-intrusive way for students to express themselves during virtual sessions, offering a glimpse into their feelings and engagement levels. Additionally, creative use of Zoom filters injects lightheartedness into the virtual classroom, even amid challenging times.

To comprehensively monitor students' well-being, digital checklists prove to be invaluable. Platforms like Google Forms, Genially, and Poll Everywhere allow for the creation and distribution of checklists directly to students' mobile devices, whether in online or offline settings.

Google Forms offers flexibility with customizable surveys, aligning with instructional objectives. You can use these surveys when you want to identify the respondent to assist your student or seek help from a psychologist if your students need it. On the other hand, Genially provides visually engaging and interactive checklist designs that students can access individually or in groups. In group settings, students can discuss various aspects, from mood to relationships, providing



teachers with a holistic insight into the well-being of the entire group <http://surl.li/owbpa>

Drag the icons on the line to evaluate the different fields.

CHECKLIST

☹️ 😞 😐 😊 😄 1 2 3 4 5 6 7 8 9 0 ✖️ ✓

Evaluation of the criteria	Performance level	Numerical reference	How can you describe your mood right now?	YES / NO
How well do you think you're keeping up with your lessons?			I feel great and ready to work	
			I'm upset	
How do you feel psychologically at the moment?			I'm relaxed but ready to work	
			I hate your subject	
How interested and engaged are you in the learning activities?			I'm worried	
			I'm hungry	
			I'm ok	

genially write your relationships with

Figure 3. A checklist made via Genially

Poll Everywhere and Mentimeter facilitate real-time feedback through polls and surveys. What’s particularly advantageous is the ability to distribute these checklists to students’ mobile devices. This not only ensures accessibility but also encourages their active participation in reflecting on and managing their psychological well-being. The ease of use and accessibility make these tools valuable in promoting a supportive and responsive learning environment.

In essence, these user-friendly digital tools contribute to a supportive and responsive learning environment. By actively monitoring and addressing students’ psychological well-being, educators play a crucial role in fostering resilience and maintaining a positive atmosphere conducive to effective learning.

To cultivate *self-awareness skills* in English as a Foreign Language (EFL) students, teachers can use platforms like FlipGrid.com and Canva.com. For instance, imagine a language teacher assigning a weekly reflection task using FlipGrid. Students could capture snippets of their day, expressing

thoughts in English, and later compile them into a video diary. This not only hones language skills but also fosters a deeper understanding of cultural nuances.

Unique features of *Flipgrid.com* contribute significantly to the enhancement of SEL skills, including effective communication, self-awareness, active listening, empathy building, collaboration, and fostering a positive learning environment. Flipgrid provides students with the opportunity to reflect on their thoughts and ideas through self-recorded video responses. The biggest length of the video is two minutes. Engaging in this reflective practice allows students to observe and assess their language use and communication skills. As students regularly record video responses over time, they have a visual representation of their language progression. Witnessing their linguistic development fosters a heightened sense of self-awareness regarding their language proficiency. As students regularly record video responses over time, they have a visual representation of their language progression. Witnessing their linguistic development fosters a heightened sense of self-awareness regarding their language proficiency.

Additionally, the platform Flipgrid.com facilitates peer feedback, allowing students to receive insights from their classmates. Responding to peer feedback prompts self-reflection, promoting awareness of how one is perceived by others. Budiarta, I K. and Fahey et al. (2019) wisely mentioned that using Flipgrid.com is not only about recording videos; it is about learning that is social and personal, because this platform can help to make connections and create a positive and controlled environment for learning. By emphasizing the social and personal dimensions of learning, Flipgrid.com becomes a holistic platform that goes beyond traditional language acquisition, nurturing students not only linguistically but also socially and personally. Using this platform helps not only observe personal progress, practice expressing opinions and share ideas but also

reduce stress and anxiety for shy students when they have to express their thoughts in public.

Another tool that can be helpful in an EFL classroom is *Canva.com*. It's easy to consider a scenario where Canva becomes the canvas for students to represent their emotional journeys visually. They might craft vibrant infographics or mood boards, mapping out the highs and lows of their language-learning adventure. This not only engages their creative side but also solidifies vocabulary related to emotions.

It is easy to provide teachers with activity ideas for their EFL class using *Canva.com*. The name of the activity is "Emotional Landscape."

To begin, teachers can initiate a discussion about self-awareness and why expressing emotions matters in language learning. Then, introduce some emotion vocabulary to stimulate creative thinking.

Next up, a quick *Canva* tutorial (20 mins). Ensure everyone feels comfortable with the basics - creating a project and adding text, images, and shapes. The next step is diving into group brainstorming (15 mins) to create a list of emotions. Encourage everyone to contribute words from their own experiences. After this step, the real fun begins: let them loose on *Canva* (30 mins)! Each student creates their own "Emotional Landscape." Backgrounds, shapes, text - it's an emotional masterpiece.

Reflection time (20 mins): students ponder their creations. What emotions are peeking through? Any patterns or shifts over time? Then, pair up and share the emotional journey.

Group effort (15 mins): combine everyone's *Canva* projects on a big poster board. It's a class Emotional Landscape!

The next step is group discussion (15 mins): students have to discuss the big picture. What do they see? Any common vibes or unique twists? How did creating these visuals affect their self-awareness? They share ideas and feelings avoiding criticism and embracing the diversity of perspectives. It's like a collaborative painting session where everyone contributes their unique

strokes to the canvas of understanding. The big picture emerges not just from individual insights but from the synergy of different viewpoints. In this open exchange, students get a chance not only to express their thoughts but also to reflect on how the process of creating visuals has shaped their self-awareness. It's a bit like unraveling a mystery together – each revelation adding a layer to the collective consciousness.

Students move to the next level of their work to the time for language integration (10 mins): they have to pen down short paragraphs or express the emotional experience orally, using the newly learned emotional vocabulary.

The last stage of this activity is wrapping everything up (10 mins): Teachers remind students how expressing emotions ties into language skills and encourage them to pat themselves on the back for a lesson well done.

Moreover, embracing the digital era in language education can go beyond Canva. Incorporating dynamic tools such as Kahoot, Quizizz, and Google Forms can elevate the learning experience. These resources empower both teachers and students, offering a multifaceted approach to self-assessment and engagement. Using Kahoot and Quizizz, teachers can craft interactive quizzes that not only assess grammar and vocabulary but also inject an element of friendly competition into the classroom. Students eagerly compete, racing against the clock to answer questions related to language intricacies and cultural insights. The gamified aspect not only adds an element of excitement but also transforms a routine quiz into an engaging challenge.

But it doesn't stop there. Google Forms enters the scene, providing a platform for more reflective assessments. As we mentioned before, students can contribute to surveys or reflections on their language learning journey. Imagine asking them to share their favorite linguistic challenges or cultural discoveries. It's not just an assessment; it's a window into their individual language-learning odysseys.

These digital resources offer more than evaluation; they provide instant feedback. Correct answers are reinforced immediately, and misconceptions are addressed on the spot. This real-time interaction ensures that learning isn't just a passive experience – it's a dynamic, responsive journey.

In this digitally enriched environment, students not only assess their language proficiency but also reflect on their attitudes and cultural awareness. The integration of Kahoot, Quizizz, and Google Forms transforms the traditional assessment into an interactive, participatory experience, where every question answered is a step forward in their language learning adventure.

Moreover, these tools become mirrors reflecting the social and emotional aspects of the learning process. Formative assessments embedded within Kahoot challenges or Google Forms surveys can gauge not only language comprehension but also emotional intelligence and interpersonal skills. Students, in turn, receive personalized insights into their emotional responses to language challenges, fostering self-awareness and emotional well-being throughout their linguistic exploration.

In addition, for developing Self-awareness in EFL students, teachers can use Padlet.com to establish a collaborative digital bulletin board where students can share their personal reflections, achievements, or challenges in learning English.

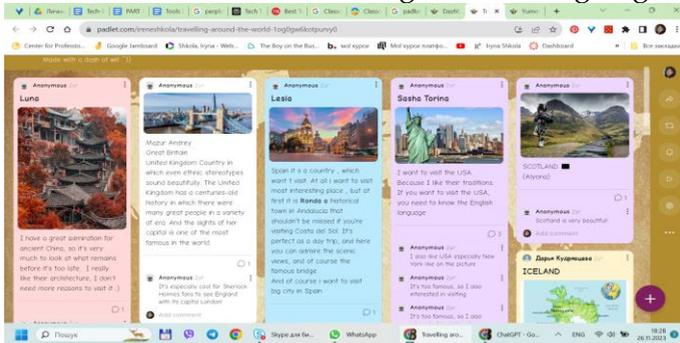


Figure 4. Students' reflection made via Padlet.com

It provides a visual and organized way for students to see and reflect on each other's experiences.

We can provide you with the activity "Language Proficiency Showcase"

Instructions:

- Set up a Padlet board titled "Language Proficiency Showcase."
- Instruct students to showcase their language skills by sharing a piece of writing, a short presentation, or even a creative piece in English.

Implementation:

- Students can upload documents, audio recordings, or videos showcasing their language proficiency.
- Encourage them to provide a brief description of their work, highlighting the aspects they are proud of and areas they want to improve.

Benefits for Self-Awareness:

- Students actively engage in self-assessment by selecting and presenting pieces that represent their perceived language proficiency.
- Peer comments and reactions contribute to an understanding of how others perceive their language abilities, fostering self-awareness.

In essence, the Language Proficiency Showcase on Padlet not only provides a platform for students to exhibit their language skills but also creates a supportive community where they can reflect on their progress, receive feedback from peers, and enhance their self-awareness in the process.

Another crucial SEL skill is *Self-management*. According to Dembo, this skill is, "the ability to restructure or modify one's physical and social environment when it is necessary to learn more effectively" (Dembo, 2004, p.165). It empowers students to navigate challenges, set goals, and effectively handle frustration and stress during the learning process. It plays a pivotal role in

fostering a sense of responsibility and ownership of one's learning journey. Platforms like Padlet and Trello <https://trello.com/uk/login> offer an intuitive way for students to create digital to-do lists, set deadlines, and establish reminders. To be honest, both students and teachers can play a role in creating to-do lists via Trello or Padlet, and the approach may vary based on the educational context and goals. In the case when students have an assignment to tailor a to-do list, this task promotes a sense of ownership over their learning journey. They



take responsibility for managing their tasks and deadlines. Students can tailor their to-do lists to their unique learning styles and preferences. This individualization fosters a more personalized and effective approach to task management.

In some cases, teachers may create to-do lists to provide clear guidance and structure for students. This can be particularly helpful for younger learners or in situations where students may need more explicit direction. Younger students may benefit from more guidance, while older students may thrive with greater autonomy.

Additionally, educators can explore other platforms like GoNoodle <https://www.gonoodle.com/>, offering a variety of quick, fun activities to break up the routine and alleviate stress. Furthermore, encouraging students to engage in mindfulness exercises or brief stretches can contribute to a positive and focused learning environment.



Rachelle Dene Poth (2023) recommends incorporating brain breaks as an effective strategy for stress management and emotional well-being. One notable resource for implementing these breaks is Flocabulary, which provides engaging short videos and activities involving music and movement: <https://www.flocabulary.com/subjects/>

These resources (GoNoodle and Flocabulary) can be seamlessly integrated into a Nearpod lesson, offering a dynamic and interactive approach to promote relaxation and emotional regulation.

From our point of view for developing Self-Management with Flocabulary we can use the activity: “Lyrics Reflection Journal”.

After watching a Flocabulary video, students create a journal entry reflecting on the lyrics. They identify emotions expressed in the lyrics, relate them to personal experiences, and set goals for managing similar emotions in the future.



If teachers are looking for tools and activities to enhance *social awareness*, Flocabulary proves to be a valuable resource. One engaging activity is the “Empathy Song Analysis.” Here, the teacher selects a Flocabulary video addressing social issues or diverse perspectives. Students delve into the lyrics, exploring the emotions conveyed and empathizing with the experiences depicted. Notably, the interactive nature of Flocabulary videos allows for seamless discussions. By activating the 'discuss' option, the video pauses at specific intervals, prompting students to reflect on questions and engage in meaningful conversations about the content. This approach fosters a dynamic and participatory learning environment, nurturing students' social awareness through thoughtful analysis and discussion.

In addition, Flocabulary.com helps to develop Relationship Skills. In this case, teachers can provide their students with a “Collaborative Playlist”. To do this task students have to create collaboratively a playlist of Flocabulary songs that resonate with themes of teamwork, communication, and collaboration. Each student adds a song, explaining why it reflects positive relationship skills.

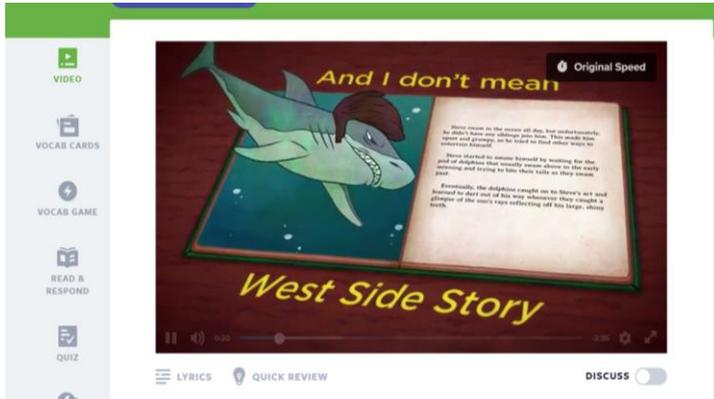


Figure 5. Flocabulary interface

Flocabulary also allows integrating a Flocabulary video that reinforces the importance of time management and stress reduction. Teachers can use the video as a conversation starter for discussing effective self-management techniques.

Another important valuable tool for fostering Social and Emotional Learning (SEL) in EFL classes is Nearpod. According to J. Clarke (Clarke, 2023), Nearpod offers a 21st Century Readiness Program that includes over 400 SEL lessons, activities, and videos built on CASEL's five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Nearpod's SEL activities are designed to help students use information from their own experiences and values to guide their thinking and learn from others. With Nearpod lessons, educators can seamlessly integrate interactive slides for students to input their reflections, using polls and open-ended questions to gauge their comprehension of self-management strategies. This not only aids in assessing individual progress but also actively involves students in the process of self-reflection and goal-setting.

Nearpod's versatility extends further, offering virtual field trips related to SEL topics. Students can explore virtual environments that elicit empathy, understanding, and cultural awareness, directly contributing to the development of social

awareness and relationship skills. Nearpod's collaboration features become instrumental as students share their thoughts and responses with peers, fostering a sense of community within the classroom.

Building on this, educators can strategically design Nearpod activities that align with SEL objectives:

1. Collaborative Playlist with Nearpod:

Activity: "Building Empathy Through Music"

You start by chatting about empathy – why it matters in personal relationships, daily interactions, and even on a global scale. The spotlight, though, is on music. It's not just sounds; it's a language that speaks to emotions and connects people. Then you enter Nearpod, the platform that takes your learning to the next level. You provide your students with a virtual journey with a mix of media, discussion prompts, and reflection questions – all leading to a collaborative playlist activity. Right there in the Nearpod presentation, students should get to add songs to a shared playlist. But these aren't just any songs. They're the ones that, in your view, scream empathy. And diversity is the name of the game – different genres, cultures, and historical periods all get a shoutout.

2. Self-Management with Nearpod:

Activity: "Time Management Interactive Quiz"

This activity, designed to not only assess but enhance students' comprehension of effective time management strategies.

The process begins by creating a bespoke Nearpod quiz meticulously crafted to evaluate students' understanding of time management. This digital assessment transcends traditional quizzes, offering an interactive and engaging platform for students to navigate through scenarios that mirror real-life situations.

Within the quiz, carefully curated scenarios are embedded, each presenting a unique time-management challenge. Students are not mere respondents; they become

decision-makers, faced with choices that mirror the complexities of allocating time efficiently. This intentional incorporation of decision-making scenarios serves a dual purpose—assessing their current understanding of time management while simultaneously nurturing their self-management skills.

The scenarios prompt students to critically evaluate and choose the most effective time-management approach, encouraging them to reflect on their decision-making process. This interactive dimension transforms the quiz from a routine assessment tool into a catalyst for self-reflection and skill development.

As students navigate through the quiz, they are not only gauged on their academic understanding of time management but also provided with a platform to actively engage in the development of crucial self-management skills. The quiz thus becomes a microcosm of real-world challenges, preparing students to make informed decisions and manage their time effectively in various contexts.

In summary, the 'Time Management Interactive Quiz' on Nearpod is a seamlessly integrated, interactive, and reflective tool. It goes beyond conventional assessments, creating an immersive experience where students actively participate in their learning journey, fostering not just academic proficiency but also the invaluable skill of self-management.

3. Social Awareness with Nearpod:

Activity: Cultural Exchange Virtual Tour

The first step for the Teacher is to develop a Nearpod Virtual Tour (create a Nearpod presentation that serves as a virtual tour, incorporating cultural insights, stories, or interviews from various regions around the world; use multimedia elements such as images, videos, and audio clips to immerse students in diverse cultural experiences).

Then the teacher has to encourage exploration:

- Instruct students to navigate through the Nearpod virtual tour, engaging with the content to gain a deeper understanding of different cultures.

- Encourage active participation by including interactive elements like quizzes, polls, or discussion prompts to enhance the learning experience.

Broaden Social Awareness:

- Emphasize the significance of cultural understanding in interpersonal relationships. Prompt students to reflect on how insights gained from the virtual tour can contribute to their social awareness.

- Foster a sense of curiosity and respect for diverse perspectives, encouraging students to consider the impact of culture on communication and relationships.

By incorporating Nearpod for the “Cultural Exchange Virtual Tour” activity, students not only explore and engage with global cultures but also develop self-awareness through reflection on their own cultural assumptions and biases. Additionally, the interactive nature of Nearpod promotes social awareness by creating a dynamic learning environment that encourages thoughtful discussions and insights into the importance of cultural understanding in interpersonal interactions.

This comprehensive integration of Nearpod aligns seamlessly with the SEL framework, providing a robust platform for students to develop essential life skills while actively participating in engaging and reflective activities.

These activities not only leverage the strengths of Flocabulary and Nearpod but also provide students with engaging and interactive experiences to develop crucial SEL skills. The combination of music, movement, and interactive features enhances the learning journey, fostering a holistic approach to social-emotional development.

Other valuable tools for developing SEL skills are Gimkit and Quizizz. They transform responsible decision-making into interactive learning games. Through a variety of questions and prompts, students learn to weigh the pros and cons of different choices, fostering critical thinking and decision analysis.

In the landscape of responsible decision-making, tools like Gimkit and Quizizz stand out as transformative forces, injecting interactivity and engagement into the educational journey. These platforms elevate decision-making from a mundane task to an immersive learning game, capturing students' interest and motivation in the process.

The distinctive feature of evaluating pros and cons takes shape through a plethora of thought-provoking questions and prompts. Students navigate scenarios, weighing diverse choices, and refining critical thinking and decision analysis skills. The immediate feedback mechanism empowers students to grasp the consequences of their decisions in real-time, deepening their understanding of responsible decision-making.

Quizizz <https://quizizz.com/admin> , recognized for its engaging multiplayer activities, amplifies interactivity in the classroom, transforming the learning experience with activities like answering questions. Chaiyo and Nokham (2017)



explored how the utilization of Kahoot, Quizizz, and Google Forms influences students' perceptions within the classroom response system. The research revealed that while students gained knowledge from participating in quizzes through these platforms, but there were significant differences in concentration, engagement, enjoyment, motivation, and satisfaction. As Zhao (2019) notes, Quizizz adopts an educational application with a game-like structure, incorporating features such as memes, themes, avatars, and entertaining music.

Gimkit and Quizizz distinguish themselves with their adaptability. Teachers effortlessly tailor content to suit the specific needs and learning levels of their students. The infusion of a competitive element not only adds excitement to learning but also instills motivation, making responsible decision-making an exhilarating and rewarding experience.

These platforms shine a spotlight on collaborative learning, where students join forces to analyze choices, share perspectives, and collectively make responsible decisions. The collaborative and shared sense of responsibility cultivated in this environment is further supported by valuable data analytics, providing insights into individual decision-making patterns for targeted interventions.

Diverse question formats, spanning multiple-choice, true/false, and open-ended questions, encourage students to approach decision-making from various angles, fostering versatility in analytical skills. Real-life scenarios embedded in these games allow for the practical application of decision-making skills, enhancing their transferability to everyday situations.

In the realm of ethics education, Gimkit and Quizizz offer customization options, allowing teachers to frame questions specifically focused on ethical considerations and moral reasoning. This reinforces the crucial link between responsible decision-making and ethical principles.

Accessible across various devices, these platforms offer flexibility for both in-class and remote learning scenarios. Regardless of the learning environment, Gimkit and Quizizz empower students to engage with responsible decision-making activities, transforming learning into an educational and enjoyable journey applicable to real-life situations.

In addition to their adaptability and engaging features, Gimkit and Quizizz also foster a sense of autonomy among students. The platforms empower learners to take ownership of their decision-making processes, promoting independence and self-directed learning. This autonomy, coupled with the gamified elements, not only makes the educational experience enjoyable but also instills a sense of responsibility as students navigate through challenges and choices.

Furthermore, the platforms provide an inclusive environment, accommodating various learning styles and

preferences. Whether a student excels in competitive settings or thrives in collaborative efforts, Gimkit and Quizizz cater to diverse learning preferences, ensuring that every student can actively participate and contribute to responsible decision-making activities.

The seamless integration of these tools into the curriculum facilitates a continuous and progressive approach to developing socio-emotional skills. By incorporating responsible decision-making as an integral part of the learning journey, Gimkit and Quizizz contribute to a comprehensive educational experience that extends beyond traditional classroom boundaries.

The integration of online tools in EFL classes significantly enhances the development of Social-Emotional Learning (SEL) by providing dynamic and interactive platforms for students. These tools foster a holistic educational experience, nurturing key socio-emotional skills such as self-awareness, self-regulation, interpersonal relationships, and effective communication. Through online platforms, students engage in activities that promote collaboration, empathy, and cultural awareness, preparing them not only for language proficiency but also for success in a globalized and interconnected world. The use of technology amplifies the impact of SEL strategies, offering personalized learning experiences, real-time feedback, and opportunities for reflective practices, ensuring a well-rounded and emotionally intelligent language learning journey.

4.3. The Role of AR in Enhancing Social-Emotional Learning in EFL Classes

Augmented Reality (AR) holds immense potential in revolutionizing Social-Emotional Learning (SEL) within English as a Foreign Language (EFL) classrooms. AR seamlessly integrates digital elements into the real-world environment,

offering a unique and immersive learning experience that goes beyond traditional methods.

In the realm of SEL, AR can enhance self-awareness by creating interactive scenarios where students engage with diverse characters and situations. These immersive experiences allow learners to explore and understand their own emotions and reactions in a controlled yet authentic environment. AR can be used to create immersive environments that encourage students to explore and understand different emotions, expanding their emotional vocabulary, as wisely noted by Lydia Breiseth in the article "10 Strategies for Supporting SEL for ELLs: 'Grow As You Go' (2022)".

According to Alison Klein (2022), AR can be used to offer interactive activities that allow students to engage with the material and apply their knowledge in real-life situations.

Furthermore, AR can play a pivotal role in fostering empathy and interpersonal relationships. By simulating real-world interactions, students can virtually step into others' shoes, gaining a deeper understanding of different perspectives and cultures. This experiential learning contributes to the development of empathy and effective communication skills.

The gamification aspect of AR in language learning adds an element of excitement and engagement to SEL activities. Language learners can participate in interactive AR-based games that challenge their problem-solving skills, collaboration, and emotional regulation. This dynamic approach not only makes SEL more enjoyable but also reinforces the application of these skills in practical situations.

Imagine a classroom where AR transforms the learning space into a dynamic and engaging realm, seamlessly integrating technology to enhance the educational experience. Students, enveloped in this innovative environment, find themselves not just absorbing information, but actively participating in a shared journey of discovery. This collaborative approach fosters a sense

of camaraderie, reinforcing the foundations of a supportive and thriving learning community.

In my opinion, AR has the potential to revolutionize the way we approach SEL in EFL classes. The immersive and interactive nature of AR experiences aligns well with the objectives of SEL, offering students a personalized and engaging environment for skill development. However, it's crucial to ensure that the integration of AR is purposeful and complements the overall educational objectives, striking a balance between technology and the human aspects of social and emotional learning. When implemented thoughtfully, AR can be a powerful tool in creating emotionally intelligent and culturally aware language learners.

AR can play a crucial role in enhancing Social-Emotional Learning (SEL) by providing students with interactive and engaging experiences that facilitate the development of emotional intelligence, self-awareness, and interpersonal skills. Zoom video conferencing platforms, for example, allow the integration of AR features such as video filters and facial effects called Studio Effects. This AR effect can help students identify and express their emotions in a safe and supportive environment by providing visual representations of different emotions for practice and recognition.

AR can also help students develop empathy by providing them with simulations and scenarios that help them understand different perspectives and experiences. For example, an AR app could simulate different social situations and allow students to practice responding with empathy and understanding. English teachers can use apps like 3DBear and AR Emoji Classroom, with 3DBear <http://surl.li/owjfc> allowing students to create and interact with 3D objects in augmented reality. Teachers can utilize this app to create SEL lessons focusing on empathy, collaboration, and problem-solving, such as the activity "Animal Caretakers."



Here is the description of this activity:

Objective: To develop empathy, collaboration, and animal care skills through creating and presenting a 3D augmented reality scene that portrays the proper care of a chosen animal.

Materials: 3DBear app, smartphones or tablets, internet connection, writing materials, access to a suitable space for presenting the AR scenes, and information about the chosen animal's needs and care.

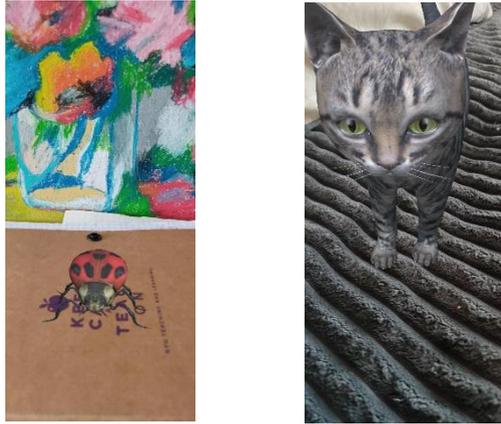


Figure 6. 3DBear app

Procedure:

Warm-up discussion: Ask the students to share their experiences of caring for animals and how it made them feel. Then, introduce the concept of augmented reality and the 3DBear app, explaining how it allows us to create and interact with 3D virtual objects in real-world settings.

Guided practice: Assign each student or group a particular animal to research and care for. Have them research the animal's habitat, diet, and basic care needs, and write a short narrative that describes the scene they want to create. The narrative should include the different components of the animal's habitat, such as food, water, shelter, and space.

Collaborative work: Have the students use the 3DBear app to create and animate the 3D objects that will be part of their AR scene. Encourage them to work collaboratively, assign roles and responsibilities, and share ideas and feedback as they go along.

Once the groups have completed their AR scenes, have them elicit the result of their work to the rest of the class. During the presentations, encourage the audience to ask questions and provide feedback, focusing on how well the scenes portray the animal's needs and care, and what improvements could be made.

Reflection and writing: After the presentations, ask the students to reflect on the process of creating their AR scenes and how it helped them develop empathy, and animal care skills. Have them write a short reflection piece that answers the following questions: What did you learn from this activity? What was challenging, and how did you overcome it? What would you do differently next time?

The assessment of students' work in this activity will be based on their ability to collaborate effectively, communicate within their group, use the 3DBear app proficiently to create and animate 3D objects, present their AR scenes clearly and creatively to the rest of the class, and reflect on their learning and identify areas for improvement.

This activity not only fosters SEL skills but also encourages students to conduct research and write reports on real-life issues or problems related to animal care. Teachers can utilize the AR scenes as a basis for persuasive writing assignments, where students write arguments advocating for why people should care for animals and protect their habitats. With the help of this activity, teachers encourage their student's research and write a report on real-life issues or problems related to animal care. Using the AR scenes as a basis for a persuasive writing assignment, where the students write an argument for why people should care for animals and protect their habitats teachers develop their empathy and critical thinking.

Another useful tool is AR Emoji Classroom. It is an augmented reality application that employs animated characters to instruct and reinforce Social-Emotional Learning (SEL) competencies like emotional regulation, empathy, and self-awareness. Within this innovative app, students have the opportunity to actively engage with animated characters, honing their SEL skills in a virtual setting.

English teachers can leverage AR Emoji Classroom or 3D Emoji stickers to facilitate dynamic and interactive learning experiences for their students. The app's immersive features create an engaging educational environment, capturing students' attention and fostering a more interactive learning process. Through AR, students can witness the application of words and phrases in authentic, real-world contexts, enhancing their understanding and retention of the language.

As part of an SEL activity using AR Emoji Classroom, teachers may design scenarios where students interact with animated characters to navigate emotionally charged situations. For instance, the activity "Emotional Explorers" could involve students guiding their animated characters through various scenarios, prompting discussions and reflections on emotional responses, regulation strategies, and empathetic considerations. AR can be used to enhance activities that promote interaction and negotiation, contributing to students' ability to become robust users of the language (Matthew Nall, 2020). This hands-on approach not only enhances language acquisition but also cultivates crucial SEL skills within an English as a Foreign Language (EFL) context.

AR can also be used to create *personalized learning experiences* for each student. Teachers can create AR content that is made to the needs and interests of individual students, which can help them, learn more effectively and stay motivated. For example, a teacher might use AR to create virtual tours of famous sights that are relevant to each student's interests. This could include tours to specific places or events that the student is

interested in, as well as interactive activities that allow the student to explore the site and learn more about places, cultures or people from the sphere of their interests. Using AR in the English classroom can help students learn English in a *real-world context*, which can make the language more relevant and meaningful to them. For example, students can use AR to learn English vocabulary related to food by scanning a menu at a restaurant.

In addition to the listed variants, AR can engage *multiple senses in the learning process*, which can help students retain information more effectively. For example, students can use AR to see, hear, and interact with English language content, which can help them learn more quickly and easily. For example, AR can incorporate audio cues, which can provide additional information or enhance the overall experience. This can include background music, sound effects, or voiceovers that provide additional context or explanation. This can be useful for developing students' intercultural competence.

Another way that AR can engage multiple senses is through visual and spatial awareness. AR can provide 3D models and interactive simulations that allow students to explore concepts in a visual and spatial context. This can help them better understand complex ideas in different disciplines.

By engaging multiple senses, AR can help students retain information more effectively. When students are able to experience concepts through multiple senses, they are more likely to remember them and apply them in real-world situations.

AR can help teachers to facilitate collaborative learning by allowing students to work together on AR projects and activities and helps develop relationship skills. Using one more platform that is familiar with AR technologies, inspire and help students develop communication and collaboration skills, which are important for success in the workplace and in ordinary life is ZapWorks.

ZapWorks stands out as an advanced AR development platform, empowering users with tools to craft immersive and interactive Augmented Reality experiences.

Users have access to a versatile set of features, encompassing scene creation, animations, and interactive elements, making it a comprehensive solution for AR storytelling. The platform's user-friendly interface facilitates a seamless storytelling process, enabling students to bring their creative visions to life in the AR realm.

One noteworthy aspect of ZapWorks is its collaborative capabilities, allowing students to work together on designing and developing AR storytelling projects. This platform provides a unique opportunity for students to merge technology and creativity, fostering a dynamic learning environment where they can explore storytelling in a cutting-edge format. The platform's scene creation tools enable students to build captivating AR environments, setting the stage for their narratives with visually engaging elements.

<http://surl.li/owkgm>



Figure 7. ZapWorks

A sample activity for students using ZapWorks in storytelling could involve creating an interactive historical journey.

Title: Interactive Historical Journey with ZapWorks

Objective: To create an immersive and interactive historical journey using ZapWorks, integrating storytelling skills with historical knowledge.

Instructions:

1. Explain the purpose of the activity: to design an AR storytelling experience that takes the audience on an interactive historical journey.

2. Instruct students to choose a specific historical period or event for their project and encourage research on the chosen topic to gather relevant information and visual references.

3. Guide students in creating a storyboard outlining the key scenes and events they want to portray in their historical journey.

4. Provide a brief tutorial on ZapWorks, highlighting scene creation, animation, and interactive features.

5. Guide students in incorporating animations to bring their historical scenes to life.

7. Explore the interactive features of ZapWorks and instruct students to integrate elements that allow users to engage with the historical journey actively. Examples include clickable objects for additional information, quizzes, or interactive timelines.

8. Emphasize the importance of a compelling narrative that connects each scene, providing context and coherence to the historical journey.

9. Presentation:

Instruct students to present their interactive historical journeys to the class, highlighting key historical points and the creative elements incorporated using ZapWorks.

10. Facilitate a reflection session where students discuss the challenges faced, lessons learned, and the effectiveness of using AR in storytelling for historical exploration.

This activity not only enhances students' storytelling skills but also provides a unique opportunity to blend technology and history in a captivating and educational manner.

All mentioned platforms provide students with the necessary tools to collaborate and create immersive AR storytelling experiences. It's important to explore each platform's features, compatibility with devices, and any associated costs to determine which one best suits your needs and available resources.

Without any doubt, every tool has its pros and cons. Among the cons, we can mention technical limitations and lack of access. AR technology can be expensive to set up. Teachers and schools may need to invest in hardware and software to support AR learning, which could be a barrier to adoption, and not all students may have access to the necessary technology to participate in AR learning. This could lead to inequalities in access to educational resources and opportunities.

For such cases, English teachers can use *QR codes as a variant of AR*. This tool has been talked a lot about. Sometimes teachers are even too excited about using it. As EFL teachers, we should remember the main goal of our work is developing communicative competence in our students. We can use QR codes on the demonstration material in the classroom, so as not to burden the visual with an excess of information. Often this technology is used to conduct quests or other game forms of conducting a lesson. In the code, a teacher can "hide" a rule, an interesting fact, a task, etc.

Overall, the use of augmented reality in teaching English can enhance the learning experience for students and help them develop language skills more effectively. However, when using AR in class, teachers should minimize distractions and overcome limited content availability. It is true that AR technology may also be a source of distraction for some students. Students may become more interested in the technology itself than in the content they are supposed to be learning, which could negatively impact their learning outcomes. There may be a limited amount of AR content available for teaching English, particularly for more specialized or advanced language skills. Teachers may

need to create their own AR content or rely on a limited selection of existing resources.

It is imperative to keep in mind that AR technology should not be used as a replacement for traditional teaching methods. There is a risk that students may become too reliant on technology and not develop the necessary language skills to communicate effectively in real-world situations.

4.4. Artificial Intelligence and Social-Emotional Learning in EFL classes

In the dynamic landscape of education, integrating Artificial Intelligence (AI) into the English as a Foreign Language (EFL) classroom provides a unique opportunity to cultivate a holistic learning environment, focusing not only on language proficiency but also on the development of crucial socio-emotional skills. This chapter explores innovative ways of using AI to foster emotional intelligence, communication, collaboration, and other socio-emotional competencies. In 1997, Rosalind Picard proposed the idea of affective computing and delineated four key dimensions within this emerging field: emotion recognition, emotion expression, having emotions, and emotional intelligence (1997). Recent years have witnessed the dramatic development of Artificial Intelligence in Education (AIEd) (Hwang, 2020; Walker & Kate, 2023). Specifically, the Horizon Report 2019 (Alexander et al., 2019) predicted that AI applications in teaching and learning would experience significant growth, and this prediction has proven to be accurate. AI technologies have been widely adopted for the implementation of online EFL teaching and learning (Layali & Al-Shlowiy, 2020). A large and growing body of literature suggests that AI can be advantageous in language teaching and learning (Gao, 2021; Pikhart, 2021; Klimova et al., 2022, Sumakul, D. T. Y. et al (2022).

In a cutting-edge educational approach, an innovative activity centers around harnessing the capabilities of Artificial Intelligence (AI) for emotion recognition during speaking activities. This involves the integration of advanced facial expression analysis tools into the learning environment.

As students engage in speaking activities, these tools work in real-time, providing instantaneous feedback. This feedback is invaluable as it allows students to gain a profound understanding of the nuanced impact of various elements, including tone, body language, and facial cues, on the effectiveness of their communication.

Through intelligent systems, like adaptive learning platforms or chatbots, AI can offer customized feedback and guidance based on individual emotional cues and learning preferences. These systems can assess a student's emotional condition, adjust content to suit their requirements, and propose activities that foster self-awareness, empathy, and the development of interpersonal connections. As a result, AI promotes a more personalized and responsive approach to teaching social-emotional skills, enhancing a student's understanding and application of these crucial abilities in real-life situations.

The integration of AI facilitates a dynamic learning experience, where students not only actively participate in speaking exercises but also receive immediate insights into the emotional dimensions of their communication. This real-time feedback mechanism serves as a powerful educational tool, enabling students to comprehend and refine their expressive skills with a heightened awareness of how emotional cues contribute to effective communication. Overall, the use of AI in emotion recognition elevates the language learning process by incorporating a deeper understanding of non-verbal communication elements. For this purpose, teachers can use an AI platform with emotion recognition capabilities to analyze facial expressions during students' speaking activities. Platforms

like Microsoft Azure's Face API or Amazon Rekognition can be integrated into virtual classrooms or language learning apps.

In the process of developing communication skills, educators can empower their students with AI-enhanced Virtual Debates. The primary objective of this activity is to elevate students' verbal communication and critical thinking abilities. When students participate in Virtual Debates they develop their ability to articulate and express their ideas effectively in a virtual debating environment (orally or in written format). By implementing AI-powered debate platforms, students engage in virtual debates on a variety of topics. The AI algorithms play a crucial role by providing personalized feedback on argumentation, clarity, and persuasiveness.

Here are examples of debate topics made for students with different levels of language proficiency:

Beginner Level:

1. Should students wear uniforms to school?
2. Is homework necessary for students?
3. Do video games have more positive or negative effects on children?

Intermediate Level:

1. Is it better to live in the city or the countryside?
2. Should social media be restricted for teenagers?
3. Are standardized tests an accurate measure of a student's abilities?

Advanced Level:

1. Is the use of artificial intelligence in education beneficial or harmful?
2. Should genetically modified organisms (GMOs) be banned?
3. Is it ethical to use animals for scientific experiments?

Proficient Level:

1. Should countries prioritize renewable energy over traditional sources?
2. Is freedom of speech an absolute right?

3. Should the voting age be lowered or raised in democratic countries?

These topics allow students at various proficiency levels to engage in meaningful debates while developing their communication skills. The use of AI-enhanced Virtual Debates ensures personalized feedback and enhances their critical thinking abilities in discussing these diverse and relevant issues.

Collaboration takes center stage in another activity that employs AI-supported Group Projects. The focus is on enhancing teamwork and collaboration skills. AI collaboration tools facilitate seamless communication, distribute tasks based on individual strengths, and offer insights into each student's contribution, fostering a sense of shared responsibility and effective teamwork.

Without any doubt, the impact of AI on relationships is a fascinating aspect of its integration into various aspects of our lives. Social-emotional learning, which emphasizes skills like building and maintaining positive relationships, is indeed transforming in the era of artificial intelligence.

Self-awareness and reflection are honed through AI-guided Reflective Journals. For this purpose, you can use an online platform Penzu or a journaling app Day One. The first tool offers AI-driven prompts and reminders. It provides a secure and private space for users to reflect on their thoughts and experiences. The app Day One incorporates AI features to curate prompts and encourage users to reflect on their daily experiences. It also supports multimedia entries. When teachers use AI-guided Reflective Journals for the student's language learning, they incorporate AI-driven journal prompts that adapt to students' language proficiency and emotional expression, encouraging deeper reflection on thoughts, feelings, and learning experiences.

Students should follow the following steps via AI platforms or apps to achieve their goals in developing their language acquisition and SEL skills:

The AI algorithm continually adapts prompts based on their language proficiency, ensuring a gradual progression in complexity. It also considers their emotional expression, providing prompts that encourage exploration of their emotional responses.

After completing their journal entry, students will receive instant AI-generated feedback on their language usage. This feature encourages improvement and refinement.

If the goal of the teacher is developing adaptability, the most appropriate AI way to solve this problem is by using AI-based Adaptive Learning Platforms. By integrating language learning apps that adapt content difficulty based on individual progress and learning styles, students experience personalized learning journeys. This approach not only tailors education to individual needs but also instills adaptability and resilience.

Empathy is fostered through Virtual Cultural Exchange with AI Translation. Connecting EFL classrooms globally using AI-powered translation tools enables students to communicate with peers from diverse cultural backgrounds. This promotes empathy and an appreciation for linguistic and cultural diversity.

Problem-solving skills are sharpened through AI-supported Language Puzzles and Challenges. The activity introduces AI-generated language puzzles that require creative application of language skills. The adaptive nature of these challenges ensures an appropriate level of complexity, encouraging students to engage in critical thinking and continuous improvement.

In conclusion, the strategic integration of AI into the EFL classroom proves instrumental in not only enhancing language proficiency but also nurturing vital socio-emotional skills. These activities showcase the symbiotic relationship between technology and education, with AI acting as a catalyst for holistic development. The human touch remains essential, and the thoughtful integration of AI amplifies the educational experience, preparing students for success in a globalized world.

Furthermore, the AI-powered Emotion Recognition activity transcends the boundaries of a conventional classroom setting, offering a personalized and adaptive learning experience. As students navigate through various linguistic challenges, the AI tool tailors its feedback based on individual emotional responses, creating a bespoke approach to emotional intelligence development.

In addition to the Emotion Recognition activity, another compelling AI-infused endeavor is the AI-guided Reflective Journals, targeting self-awareness and reflection skills. By incorporating AI-driven journal prompts, this activity prompts students to explore their thoughts, feelings, and learning experiences in a structured manner, fostering a deeper connection with their emotional landscape.

The integration of AI in the EFL classroom introduces a transformative approach, particularly evident in activities like AI-powered Emotion Recognition and AI-guided Reflective Journals. These activities, fueled by the adaptability and detailed analyses of AI, represent a pioneering step towards prioritizing emotional intelligence as an essential aspect of language learning. As an outcome, students are guided through a tailored trajectory of emotional growth, where the AI adapts prompts based on language proficiency and emotional expression, fostering introspection.

In the immersive project activity of AI-enhanced speaking exercises, students embark on a journey of heightened self-awareness and communication refinement facilitated by Artificial Intelligence. The primary objective is to elevate students' consciousness of non-verbal communication and emotional expression during their speaking exercises. The real-time companion provided by the AI system offers immediate feedback on emotional expressions, covering facial cues, tone modulation, and the overall emotional impact of communication.

This seamless integration of technology into language learning not only places a spotlight on the pivotal role of non-verbal communication but also ensures the active engagement of students in their learning journey. The real-time feedback mechanism becomes a catalyst for the immediate application of newfound insights, contributing to a more nuanced and impactful language learning experience. Ultimately, this immersive activity shapes well-rounded and emotionally intelligent global citizens, reinforcing the transformative potential of AI in education.

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Chapter 5.

INTERACTIVE LEARNING WITH DIGITAL EDUCATIONAL GAMES AND SIMULATIONS WITHIN THE FRAMEWORK OF SEL

Play is our brain's favourite way of learning
Diane Ackerman

5.1. WHY: Exploring the Potential of Educational Games and Simulations in SEL

Teaching English as a second/foreign language (ESL/EFL) faces various challenges, including learner motivation, retention, and engagement. Traditional instructional methods often struggle to capture and maintain students' interest. Gamification, drawing inspiration from game design principles, offers a promising avenue to address these challenges by creating dynamic and interactive learning environments.

The integration of gamification in education has gained significant attention, offering a unique approach to engage and motivate learners. Online and hybrid learning of the recent years made gamification an established trend, which uses the core elements of what make games fun – mastery, narrative, instant feedback, competition, and reward, to create new ways for learners to internalize information.

The traditional methods of teaching English have evolved with advancements in technology, and educators are increasingly exploring innovative approaches to enhance the learning experience. Gamification, the application of game elements and design principles in non-game contexts, has emerged as a promising strategy to make language learning more enjoyable and effective.

The Curricula and Programs for teaching English dictate us *WHAT* to teach but they not always answer the questions *HOW* to teach in the situations when in many cases you can't physically interact with your learners, have a mixed-ability classroom, refugee students, students affected by the crisis they have to experience- social and personal, which tools to use, etc. Much of the language in schools remains based in the realm of targets, instruction and program delivery. Less information exists on methodology and psychology - the way in which this learning might come about and the teaching approaches that facilitate both knowledge and skills. Zins and Elias (2007) mention just one: '...addressing emotional and social dimensions of learning by engaging and interactive methods'.

With the growing interest in SEL comes the need to identify programs and practices that effectively engage students. 'Experience-based learning tools like games provide a forum for the development of the skill-sets, attitudes and values that build resilience and maintain wellbeing. This highly motivating approach provides the opportunity for skilled facilitators to create a safe, fun environment where social connectedness and meaningful participation are likely to occur (Robyn Hromek, Sue Roffey, 2009).

Playing games and having fun are crucial to development and highly motivating to children. The natural setting of a child's game provides opportunities for language development, hypothesis testing, problem solving and the formation of thought constructs and 'scripts' that reflect the shared cognitive themes related to cultural understanding (Fromberg, 1992; Vygotsky (1976). Paramount to a child playing a game is the element of fun. Fun and humour stimulate creativity as the brain moves from a cognitive, rule bound state to a more fluid, relaxed state where the whole body is engaged in problem solving (Prouty, 2000).

Fredrickson and Joiner (2002) emphasize the role of positive emotions in broadening people's capacity to learn. They

say that 'positive emotions enhance optimistic thinking, which leads to more creative problem-solving capacities' (Fredrickson and Joiner, 2002). Having fun together is a bonding experience and increases the sense of belonging to the group (Ayers et al, 2005). The psychological safety of all is an important element in having fun. The ways in which facilitators respond in a situation have a significant impact on enjoyment.

Besides, games, functioning as a collaborative, interactive and experiential learning modality, exhibit a pronounced capacity to motivate students. They are characterized by predetermined rules collectively accepted by players to govern the procedural aspects. The harmonious equilibrium between elements of games such as chance, skill, strategy, hope, competition, support, enjoyment and learning a target language effectively captivates the attention of the learners.

Games specially designed for SEL purposes (board, interactive, digital), incorporate various interactive techniques such as discussions, debates, role-plays, simulations, drama, art, project-based learning (PBL) and problem-solving to involve players in resolving social dilemmas and cases while honing their social and emotional competencies. Participants must balance their own objectives with those of their peers, concurrently managing emotional responses to frustration and practicing deferred gratification to facilitate collaborative and cooperative gameplay. Through recurrent engagements in such games, students cultivate familiarity with one another, enabling them to interact in more intricate and sophisticated ways beyond the confines of the gaming context.

Benefits of using games in the ESL/EFL classroom

The potential of educational games and simulations is marked by an exciting fusion of pedagogy, methodology, psychology, linguistics and technology. Simulations, which create a representation or imitation of a real-world process, situation, or system, are often used to provide learners with hands-on experiences in a risk-free environment, allowing them

to practice and apply knowledge and skills (Gaba, 2004). By incorporating the interactive and immersive qualities of these tools, teachers can unlock new dimensions and forms of learning, paving the way for a more engaging and effective educational experience.

All in all, generalizing all mentioned above, we can concretize the **benefits of using games** and other game-based activities in the communicative English classroom in the following chart.

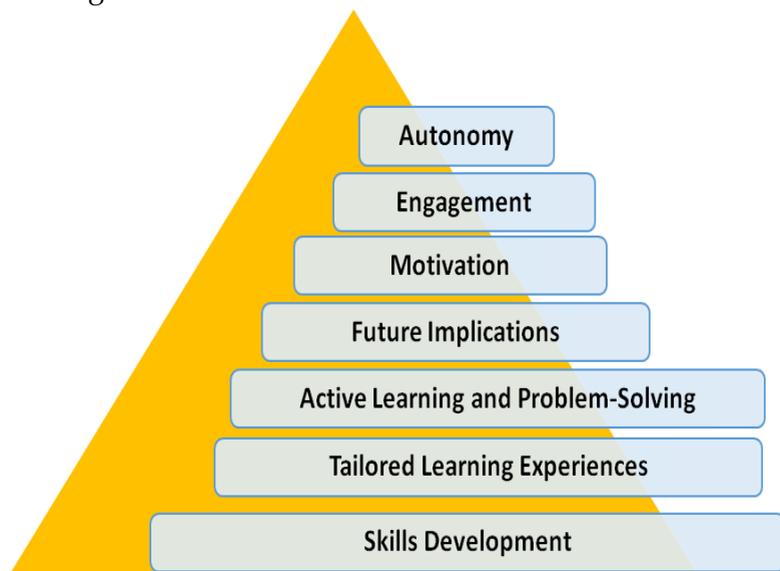


Figure 1. Benefits of Using Games in EFL/ESL Classroom

Engagement and Motivation:

Educational games and simulations have the inherent capacity to captivate learners through interactive and immersive experiences. The gamification of learning content can transform traditionally mundane classes into engaging, challenging and dynamic environments, fostering increased motivation among students. Incorporating games and simulations into English language learning adds an element of fun and competition. This

not only captures students' attention but also motivates them to actively participate in the learning process. Games provide a context where learners can apply their language habits and skills in a relaxed and enjoyable setting. By infusing game mechanics into educational classroom content (in-person, online or hybrid), teachers can tap into the intrinsic motivation of learners, fostering a sense of accomplishment and curiosity that inspires them to delve deeper into the subject matter.

Active Learning and Problem-Solving:

Unlike passive learning methods, these tools promote active participation and hands-on problem-solving. By presenting learners with scenarios that mimic real-world challenges, educational games and simulations encourage critical thinking and decision-making skills in a controlled and supportive environment.

Educational games and gamification of the teaching/learning process provide a platform for active learning, allowing students to apply their theoretical knowledge in practical scenarios. Working individually, with peers, in microgroups or in teams they can *"feel" the language*, be open to mistakes in their oral or written speech, assess the *"values"* of these mistakes in the real life communication, and find the solutions how to correct or avoid them in future. Simulations, in particular, offer a safe space for learners to experiment with decision-making and problem-solving, mirroring real-world situations. This hands-on approach not only reinforces learning but also instills a sense of confidence in applying acquired skills.

Tailored Learning Experiences:

One of the remarkable aspects of educational games is their adaptability to diverse learning styles. Each learner is unique, with distinct strengths, preferences, and pacing. Educational games and simulations, by their very nature, allow for tailored learning experiences. Through personalized feedback and dynamic content delivery, these tools can cater to individual needs, interests, providing a customized learning

experience for each student ensuring his/her progress at their own pace while receiving individualized support where needed.

Skills Development:

The impact of educational games extends beyond the acquisition of subject-specific knowledge. Game-based learning fostering the development of a spectrum of skills crucial for success in the 21st century helps learners acquire a repertoire of life skills that are essential in both academic and real-world settings, namely flexibility, initiative, tolerance, adaptability, etc.

Games can propel improvement in the social and psychological wellbeing of learners, promoting effective communication, collaboration, and leadership. Players may often work together or compete against each other in a game, changing the roles, vary in levels which defines their ability to develop healthy relationships, self-esteem, and engagement. alone. Students learn social interaction, empathy, and a better approach to failure: keep trying till you succeed. Physical skills, such as hand-eye coordination, are also developed along with spatial and fine motor skills. In some digital games where gamers have to take turns to play, students learn about patience and courtesy: how to wait for their turn and not interrupt their partner or opponent while playing. (<https://teacherpedia.net/2021/12/22/examining-the-benefits-of-digital-games-for-learners/>).

Autonomy:

Changing the traditional learning environment and settings while gamifying your class, especially having e-learning allows students to engage with the course or curriculum at their own pace. Gamification reinforces this degree of autonomy and is another reason students love a game-based learning environment. Digital learning games allow students a degree of self-management, responsibility, concentration, independence or shared roles when it comes to achieving the various goals. These are naturally great skills to learn as self-motivation is a

critical skill when it comes to other educational and workplace environments.

Future Implications:

As we continue to explore the potential of educational games and simulations, it becomes apparent that these tools hold the key to shaping the future of education. The ongoing advancements in technology provide exciting and unexpected areas for further innovation, with the potential to alter and change the way we teach and learn. The fusion of artificial intelligence, virtual reality, and gamified learning experiences holds the promise of revolutionizing traditional education models.

With the wide spread of digital technology, digital games became readily and widely available for English learners of any age. Now, students can play digital games from the comfort of their classroom before, after, or during lessons using their own gadgets as well as school/college devices.

So, what can they gain from this process apart from the general benefits of incorporating GBL?

Using *Digital Games* definitely leads to the advancement of:

Digital Literacy:

These games help get students accustomed to the digital world innovatively and entertainingly. Digital language games improve digital and computer literacy for learners by teaching them how to navigate the internet and use the mouse and keyboard properly choosing the appropriate vocabulary, grammar, spelling, style. Students acquire basic computer skills – such as identifying icons, working in breakout rooms with different people and solving particular communicative tasks and problems, interacting with others in a virtual space, etc. – while playing games. With little or no effort on the part of teachers, players also learn self-reliance and how to use technology for their benefit. Consequently, students who enjoy playing games become unfazed by digital challenges, as they are more eager to learn about other aspects of technology.

Memory Capacity:

Games improve alertness, focus, attentiveness, and gradually expand the memory span of learners. Gameplay, for instance, revolves around memory, where students have to remember aspects to solve puzzles in a game, memorize critical sequences or visuals such as maps, and track narrative elements that guarantee advancements in the game. Many games also require problem-solving strategies that enhance the student's working memory to solve problems and increase mental cognition. (<https://teacherpedia.net/2021/12/22/examining-the-benefits-of-digital-games-for-learners/>)

Increasing Students' "Comfort Zone" Through Familiar Device:

Such approaches as MALL (Mobile Assisted Language Learning) and BYOD (Bring Your Own Device) let students feel free to choose the devices they want to learn on. Game-based education runs smoothly through devices that students are already familiar with. This adds on to the comfort quotient and thus, transforms into improved productivity and knowledge retention.

Despite the promising benefits, challenges still exist in implementing gamification in English language teaching. Issues such as technological barriers, lack of appropriate devices, game design quality, and potential distractions while performing the game must be addressed to ensure a positive and effective learning experience both in the in-person classroom and online.

5.2. WHAT: Gamification vs Game-Based Learning

Distinguishing between gamification and game-based learning is essential for educators to make informed decisions about incorporating game elements into their teaching strategies. Both approaches have their place in education, and

understanding their distinctions allows for more effective integration into the learning environment.

Differentiating between gamification and game-based learning is crucial in understanding and implementing effective educational strategies. While both concepts involve the use of game elements in non-game contexts, they serve distinct purposes and have unique implications for learning.

Gamification is the process of using game mechanics and game thinking in non-gaming contexts to engage users and to solve problems. It is popular in marketing purposes but it is also becoming popular in learning contexts (Colvin Clark, R., Mayer, R. E., 2011).

Gamification involves integrating game elements, such as points, badges, leaderboards, and rewards, into non-game settings to enhance engagement and motivation (Deterding, Dixon, Khaled, & Nacke, 2011). The primary objective of gamification is to make tasks or activities more enjoyable and to encourage specific behaviors. In education, gamification can be applied to various aspects, including classroom management, grading systems, and course design.



Figure 2. 7 Key Gamification Elements

It also reflects on students’:

- *Engagement*: Gamification leverages elements of competition and achievement to motivate learners (Deterding, Dixon, Khaled, & Nacke, 2011). Understanding gamification allows educators to design experiences that captivate students' interest and sustain their engagement, interaction and communication.

- *Behavioral Incentives*: Gamification relies on extrinsic rewards to drive desired behaviors (Hamari, Koivisto, & Sarsa,

2014). Recognizing the distinction helps teachers use rewards strategically, considering the potential impact on long-term motivation and intrinsic learning.

- *Versatility*: Gamification is adaptable to various contexts and subjects, making it a versatile tool for enhancing motivation and participation across diverse educational settings (Anderson, et al., 2017).

Game-based learning (GBL), on the other hand, involves the use of actual games, whether digital or traditional, as educational tools. The games are designed with specific learning objectives, immersing students in experiences that require problem-solving, critical thinking, and the application of knowledge and skills. In other words, the aim of GBL is to teach some aspect of the language while the learner is playing. Such games are designed to create an interactive and engaging environment, fostering language skills such as vocabulary, grammar, listening, speaking, and reading comprehension at the same time making the language learning experience enjoyable, motivating, and effective by immersing learners in meaningful and context-rich scenarios. They lead to:

- *Immersive Learning Experiences*: Game-based learning provides immersive and interactive environments that simulate real-world scenarios (Gee, 2003). Recognizing this helps educators leverage games as powerful tools for experiential learning.

- *Intrinsic Motivation*: Games often tap into intrinsic motivation by making learning enjoyable and meaningful (Malone & Lepper, 1987). Understanding game-based learning enables educators to harness this intrinsic motivation to foster a deeper and more lasting understanding of content.

- *Skill Development*: Games are designed to develop specific skills, from strategic thinking to collaboration (Steinkuehler & Duncan, 2008). Recognizing the educational value of these games helps educators align them with curriculum objectives and desired learning outcomes.

Distinguishing between gamification and game-based learning is essential for teachers to make informed decisions about incorporating game elements into their teaching strategies. Both approaches have their place in education, and understanding their distinctions allows for more effective integration into the process of mastering a foreign/second language.

5.3. HOW: Effective Gamification Strategies in English Language Teaching

Gamification, the integration of game elements into non-game contexts, has emerged as a dynamic and effective approach to enhance student engagement and learning outcomes in English Language Teaching (ELT) (Hamari et al., 2014).

The exploration of various gamification strategies supported by research and practical applications enabled us to specify **15 most popular and effective strategies** practiced and approved by teachers and students.

1. Game-Based Learning Platforms: Integrating game-based learning platforms into the ELT curriculum has shown positive impacts on motivation and engagement. Platforms like Kahoot!, Quizizz, and Duolingo incorporate game mechanics to make language learning enjoyable (Hamari et al., 2014).

2. Reward Systems and Badges: Implementing reward systems and badges can effectively motivate students by recognizing their achievements. Deterding et al. (2011) emphasize that well-designed reward systems trigger intrinsic motivation, fostering a sense of accomplishment.

3. Collaborative Storytelling and Narrative: Engaging students in collaborative storytelling games enhances language skills while promoting teamwork. Research by Steinkuehler and Duncan (2008) suggests that collaborative storytelling fosters communication skills and creativity. Incorporating storytelling elements into language learning games can enhance contextual

understanding and language acquisition. Narrative-driven scenarios provide a meaningful context for language use, promoting both linguistic and cultural competence (Miller & Robertson, 2019).

4. Language Escape Rooms: Transforming language lessons into virtual or physical escape rooms adds excitement to the learning process. Caponetto et al. (2014) highlight the effectiveness of escape rooms in enhancing problem-solving skills, providing students with language-based puzzles and challenges.

5. Role-Playing Games (RPGs): Incorporating RPG elements into language learning provides immersive and contextualized experiences. Thorne and Payne (2005) emphasize the benefits of role-playing in language acquisition, allowing students to practice language in authentic scenarios.

6. Interactive Simulations: Utilizing interactive simulations in ELT provides students with hands-on experiences that simulate real-world scenarios. For instance, virtual language immersion environments or language-related simulations can enhance contextual understanding. According to Gee (2003), simulations promote situated learning, allowing students to apply language skills in meaningful contexts.

7. Gamified Vocabulary Builders: Incorporating gamified vocabulary-building activities can make the process of learning new words more engaging. Apps like WordDive and Memrise employ gamification elements such as spaced repetition and leveling up to enhance vocabulary acquisition (Hamari et al., 2014). This approach not only reinforces memorization but also encourages regular practice.

8. Mystery Box Challenges: Implementing mystery box challenges adds an element of suspense to language learning. Students receive clues or prompts related to a language concept or topic, and they must use their language skills to unveil the mystery. Research by Caponetto et al. (2014) highlights the

effectiveness of mystery-based challenges in fostering curiosity and problem-solving skills.

9. Language Quests and Adventures: Creating language quests or adventures immerses students in a narrative-driven learning experience. Students embark on a quest, solving language-related challenges or completing tasks to progress in the storyline. Such quests provide a context for language use and reinforce learning objectives (Deterding et al., 2011).

10. Gamified Language Assessment: Transforming traditional assessments into gamified formats can alleviate anxiety and enhance student performance. Platforms like Classcraft or Quizalize allow teachers to create quizzes with game-like features, turning assessments into engaging activities (Hamari et al., 2014). This approach encourages active participation and a positive attitude toward evaluation.

11. Language Trading Card Games: Introducing language trading card games allows students to collect and trade cards featuring vocabulary words, grammar rules, or cultural facts. This approach combines competition with collaborative learning. Research by Hamari et al. (2014) suggests that incorporating collectibles enhances motivation and engagement in educational contexts.

12. Digital Storytelling Competitions: Organizing digital storytelling competitions encourages students to create multimedia presentations using English. Platforms like StoryJumper or Adobe Spark Video enable students to incorporate language skills in a creative context. The competitive element adds excitement, and constructive feedback promotes continuous improvement (Steinkuehler & Duncan, 2008).

13. Gamified Language Challenges: Implementing gamified language challenges, such as 30-day language challenges or weekly quests, provides students with short-term goals. These challenges can focus on specific language skills, encouraging consistent practice. According to Deterding et al. (2011), time-bound challenges contribute to goal-setting and sustained motivation.

14. Virtual Language Exchanges: Creating virtual language exchange programs with students from different regions allows for authentic language practice. Platforms like Tandem or HelloTalk facilitate language exchange partnerships. This strategy promotes cultural exchange, language diversity, and real-world communication skills (Thorne & Payne, 2005).

15. Gamified Pronunciation Practice: Incorporating gamified activities for pronunciation practice, such as interactive pronunciation apps or competitions, makes language learning more enjoyable. Apps like ELSA Speak or SpeechAce use gamification elements to enhance pronunciation skills. The competitive nature fosters engagement and encourages students to refine their pronunciation (Hamari et al., 2014).

Effective gamification strategies in ELT create environments that foster motivation, engagement, and meaningful language practice. Thus, by leveraging game-based learning platforms, reward systems, collaborative storytelling, language escape rooms, and RPGs, teachers can enrich the language learning experience, make his/her teaching interactive, communicatively and student-oriented and empower students to achieve proficiency in English.

HOW: Getting the Most from Games

Achieving the best results from incorporating games and gamification in English classes involves thoughtful planning, effective implementation, and continuous evaluation.

Below we suggest **the guide to maximize the benefits mentioned above.**

Clearly Define Learning Objectives

Start by identifying clear learning objectives for your English class. Whether it's improving vocabulary, grammar, communication skills, or cultural understanding, align game activities with specific educational goals. This ensures that the use of games contributes to targeted language learning outcomes both in a physical or online classroom.

Select Appropriate Games

Choose games that suit the language proficiency level of your students and align with your learning objectives. Consider the age group, interests, and preferences of your students and their learning styles. Ensure that the chosen games are engaging, educational, and relevant to the language skills you want to enhance. Make sure the students have enough communicative practice while playing the games to meet the learning objectives.

Integrate Games Seamlessly into the Curriculum

Games should complement, not replace, traditional teaching methods being “a dessert” but not the “main dish”. Integrate them seamlessly into your lesson plans, linking game activities with broader instructional content and classroom routines. Games can be used as warm-up activities, reinforcement exercises, or culminating projects. This integration enhances the overall learning experience.

Provide Clear Instructions and Rules

Before starting a game, provide clear instructions and establish the rules. Ensure that students understand the purpose of the game and how it connects to their language learning goals. Clarify any game mechanics or language-related aspects to avoid confusion.

Foster Collaboration and Communication

Many language skills, including speaking and listening, can be enhanced through collaborative games. Encourage students to work together, share ideas, and communicate effectively. Games that involve discussion, negotiation, or teamwork contribute to language development and social interaction.

Use a Variety of Games

Introduce a variety of games to keep the learning experience diverse and engaging. Different games cater to different learning styles. Include board games, digital games, role-playing activities, and language-based puzzles to appeal to a broad range of interests and preferences.

Tailor Games to Individual Needs

Consider the diverse needs and abilities of your students. Adjust the difficulty level of games to match the proficiency of the class. Personalize games to address specific language challenges or reinforce individual learning goals.

Incorporate Gamification Elements

Integrate gamification elements, such as point systems, badges, or leaderboards, to enhance motivation. These elements create a sense of achievement and competition, encouraging students to actively participate and strive for improvement.

Provide Constructive Feedback

Offer timely and constructive feedback during and after game activities. Feedback helps students understand their strengths and areas for improvement. Incorporate language-focused feedback to reinforce correct usage and enhance language acquisition.

Evaluate and Reflect

Regularly assess the effectiveness of games in achieving language learning objectives. Gather feedback from students and reflect on what worked well and what could be improved. Adjust your approach based on this feedback to continually enhance the impact of games in your English classes.

In terms of incorporating **digital/online game-based learning** into the educational process the teachers should also consider the following factors:

- ***Use interactive language apps:*** Incorporate interactive language learning apps that offer personalized feedback and adapt to individual student needs. Platforms like Duolingo or Babbel provide engaging, game-like experiences, allowing students to practice vocabulary, grammar, and language skills in an interactive digital environment (Gikas & Grant, 2013).

- ***Leverage virtual reality (VR) for immersive experiences:*** Explore the use of virtual reality to create immersive language learning experiences. VR platforms can transport students to virtual English-speaking environments, fostering

authentic language use. Research by Peterson (2019) suggests that virtual reality enhances language acquisition by simulating real-world language contexts.

- ***Gamify language assessment:*** Transform language assessments into gamified formats. Platforms like Quizizz or Kahoot! can be used to create interactive quizzes and assessments with game elements. This approach not only makes assessments more engaging but also provides immediate feedback, reinforcing learning (Hanus & Fox, 2015).

- ***Integrate online collaborative projects:*** Leverage online collaborative platforms for language projects. Platforms like Google Workspace or Microsoft Teams facilitate collaborative writing, discussions, and multimedia projects. Collaborative online projects enhance language skills while promoting digital literacy and teamwork (Gikas & Grant, 2013).

- ***Explore gamified language learning platforms:*** use dedicated gamified language learning platforms like FluentU or Lingodeer which combine language learning with game-like elements, keeping students motivated and engaged. Research by Hamari et al. (2014) emphasizes the positive impact of gamified platforms on motivation and language acquisition.

- ***Foster social interaction through online games:*** Integrate online multiplayer games that encourage social interaction in English. Games like Minecraft: Education Edition or Among Us provide opportunities for students to communicate, negotiate, and collaborate in English. Online multiplayer games contribute to language development and social skills (Gikas & Grant, 2013).

- ***Encourage self-paced Learning with Digital Games:*** Promote self-paced learning using digital games. Educational platforms like ABCmouse or Starfall allow students to progress at their own pace, providing individualized learning experiences. Self-paced digital games cater to diverse learning styles and preferences (Hanus & Fox, 2015).

- ***Provide accessible learning resources:*** Ensure that digital games and resources are accessible to all students.

Consider factors such as device compatibility, internet access, and individual learning needs. Providing inclusive access to digital games supports equitable participation in language learning (Peterson, 2019).

- ***Incorporate simulations and virtual tours:*** Integrate language learning through simulations and virtual tours. Platforms like Google Expeditions or virtual language museums offer simulated real-world experiences. Such immersive experiences deepen language understanding and cultural awareness (Gikas & Grant, 2013).

- ***Evaluate the impact and adapt:*** Regularly assess the impact of digital games on language learning outcomes. Collect feedback from students and analyze performance data provided by digital platforms. Continuous evaluation allows educators to adapt their approach, incorporating effective strategies and addressing challenges (Hanus & Fox, 2015).

By implementing these strategies, teachers can maximize the benefits of classroom, digital and online games in English language classes, providing an engaging and effective learning experience for students.

Types of Language Games for Teaching EFL/ESL

Among the variety of types of games to be used for educational purposes while teaching English we would suggest the following examples represented in Table 1.

Table 1. Digital Games for Teaching English

Type	Examples	Purpose
Vocabulary Games	<i>Quizlet, Wordwall Vocabulary Spelling City, Scrabble, Word Search, Vocabulary.com, WordUp, Freerice</i>	Reinforce and expand students' English vocabulary in an interactive and engaging way.
Grammar Games	<i>Grammarly's Game, Grammar Ninja,</i>	Practice and reinforce grammar rules through

	<i>English Grammar 101, Quill</i>	interactive exercises and challenges.
Word Puzzles and Crosswords	<i>Crossword Labs, Word Search Pro, Jumble, Puzzlemaker, Wealth Words</i>	Enhance spelling and word recognition skills through puzzles and word games.
Story Starters	<i>Storybird, StoryJumper, Story Starters</i>	Encourage creative writing by providing story prompts or collaborative story-building opportunities.
Role-Playing Games (RPGs)	<i>Classcraft, ClassRealm, ClassCraft EDU, Virtlantis, Sloodle, English Encounters</i>	Foster language development through storytelling and character interaction in a game-like environment.
Scrabble and Word-building Games	<i>Scrabble GO, Words with Friends, Boggle</i>	Improve spelling, vocabulary, and word-building skills through competitive and collaborative play.
Reading Comprehension Games	<i>ABCmouse, Starfall, Reading Eggs, Newsela, ReadTheory</i>	Develop reading comprehension skills through interactive stories and comprehension quizzes.
Listening Comprehension Games	<i>ESL Lab, BBC Learning English, Randall's ESL Cyber Listening Lab, Ello, Lyricstraining</i>	Enhance listening skills through audio-based activities and comprehension exercises.
Conversation Games	<i>Conversation Starters, Role-Playing Scenarios, Speaking Games, EnglishCentral, Speaking24, FluentU</i>	Encourage speaking and communication skills through guided conversation activities.

Phonics Games	<i>ABCmouse, Starfall, Teach Your Monster to Read</i>	Reinforce phonetic skills and early reading through interactive games and activities.
Interactive Stories	<i>Storynory, StoryPlace, Oxford Owl, Inklewriter, Twine, Choice of Games</i>	Engage students with interactive stories that include audio, visuals, and interactive elements.
Hangman and Guessing Games	<i>Hangman, Pictionary, Charades</i>	Reinforce vocabulary and spelling through word-guessing games.
ESL Board Games (Online Versions)	<i>ESL Board Games, ESL Game World, MES Games</i>	Adapt traditional board games to online formats for language learning purposes.
Idiom and Expression Games	<i>Idiom Land, Idioms Game, ESL Idioms Quiz, Idiom Connection, PlayPhrase.me</i>	Introduce and reinforce common idioms and expressions through games.
Poetry and Rhyming Games	<i>Poetry Games, RhymeZone, Poetry Idea Engine</i>	Explore poetry and rhyming patterns through interactive games and activities.
Escape Room Games	<i>Breakout EDU, Escape Classroom</i>	Promote teamwork, critical thinking, and problem-solving as students work together to "escape" by solving puzzles.
Augmented Reality (AR) Games	<i>Pokemon GO, Quiver, Elements 4D</i>	Blend the virtual and physical worlds for interactive and immersive learning experiences.

Simulation Games	<i>SimCity EDU, Minecraft: Education Edition</i>	Allow students to simulate real-world scenarios, fostering problem-solving and critical thinking.
Spelling Games	<i>SpellingCity, Spellzone, Spelling Training</i>	Improve spelling skills through interactive games and activities.

These game types cater for different language skills, making language learning more enjoyable and effective. Depending on the needs and preferences of the students, a teacher can select games that align with specific learning objectives and/or adapt them to different English proficiency levels and age groups.

HOW: Designing and Creating Simple Language Games

Before introducing any game to any classroom or any audience, teachers should thoroughly plan it to integrate responsibly and effectively into the educational process. It is extremely important to remember to keep the learning experience at the forefront of your design, ensuring that the game effectively supports language acquisition and provides a positive and enjoyable learning environment for students.

In terms of incorporating *digital language educational games*, the preparation involves a combination of educational principles, game design strategies, and technical implementation (Gikas & Grant, 2013).

We present the simple and comprehensive **9 steps** which provide a clear roadmap for teachers looking to integrate gamification into their language teaching strategies in the form of the following table.

Table 2. Steps of Integration Digital Games into the EFL/ESL Classroom

Steps	Preparation	Implementation
1. Define Learning Objectives	clearly define the learning objectives and language skills you want to reinforce through gamification (Hamari, Koivisto, & Sarsa, 2014).	align gamification elements with specific language competencies and set achievable goals to ensure a targeted approach (Deterding, Dixon, Khaled, & Nacke, 2011).
2. Choose a Platform or Tool, Select High-Quality Digital Learning Games and Appropriate Gamification Elements	<ul style="list-style-type: none"> - select a suitable gamification platform or tool for English language teaching, considering the preferences and technological access of your students; - ensure that only high-quality digital learning games are integrated into the classroom which will offer: <i>educational value, accurate content, sound pedagogy, alignment with educational standards</i>; - choose gamification 	<ul style="list-style-type: none"> - implement the chosen platform within the classroom or online environment, ensuring feasibility and accessibility for all students (Deterding et al., 2011). - integrate selected gamification elements seamlessly into English language lessons to maintain engagement (Seaborn & Fels, 2015).

	elements such as points, badges, leaderboards, and rewards that align with the learning goals and motivate learners.	
3. <i>Develop Gamified Content</i>	create or adapt English language content to fit the gamified structure, ensuring that it remains educationally effective (Seaborn & Fels, 2015).	deliver language lessons through gamified digital content, incorporating narrative elements, challenges, and interactive exercises (Anderson, 2016) through the chosen tools.
4. <i>Provide Thorough Instruction Before Launching Online Game-Based Learning</i>	<ul style="list-style-type: none"> - provide clear pre-game instructions in which the learning objectives should be made clear to students to understand why the game supplements their current field of study; - make sure all the students have access to the platform/app they will be working with. 	<ul style="list-style-type: none"> - before gamifying your teaching/learning process, instruct the students clearly on the aims of the game, the principles according to which it will be conducted, the rules and the results.

<p>5. Provide Feedback and Recognition</p>	<p>develop a system for providing constructive feedback and recognizing achievements, fostering a positive learning environment (Deterding et al., 2011) by means of digital forms and evaluation sheets.</p>	<p>implement timely and personalized feedback mechanisms, and celebrate learners' progress with rewards and acknowledgment (Nicholson, 2015).</p>
<p>6. Encourage Collaboration and Communication as a Gamifying Part of Classroom</p>	<p>provide a creative thinking, free flow of ideas, strategic thinking, and problem-solving environment to promote collaboration and communication between students.</p>	<p>foster teamwork through collaborative games, group challenges, or shared goals in the English language learning process (Hamari et al., 2014) in the physical and virtual environment (classroom, breakout rooms, independent collaboration)</p>
<p>7. Balance GBL/ gamification with Traditional Educational Routine</p>	<p>determine an appropriate balance between games/digital games in the lesson and traditional classroom educational activities to fulfill curriculum.</p>	<p>balance the game activities you use in class/virtually with the traditional tasks aimed to develop students' communicative competence bearing in mind that gamification does</p>

		not replace input, textbook reading, listening, vocabulary / grammar routines or manual problem-solving. Instead, games are a common and effective addition to developing various language habits and speech skills.
8. Monitor and Adjust	establish a system for monitoring learner progress and engagement levels within the gamified environment (Deterding et al., 2011).	<ul style="list-style-type: none"> - regularly assess the effectiveness of gamification in achieving learning objectives and make adjustments based on feedback and observations (Anderson, 2016); - deliver gentle correction, reinforced objectives, and constructive criticism.
9. Reflect and evaluate	encourage evaluation and self-reflection and learners' reflection about the gamified English language learning experience (Nicholson, 2015).	use insights from reflection and result analysis to alter and improve the gamified elements continuously, ensuring ongoing relevance and effectiveness (Seaborn & Fels, 2015).

The following simple diagram illustrates the 9-step chain of integrating GBL and gamification into the ESL/EFL classroom.

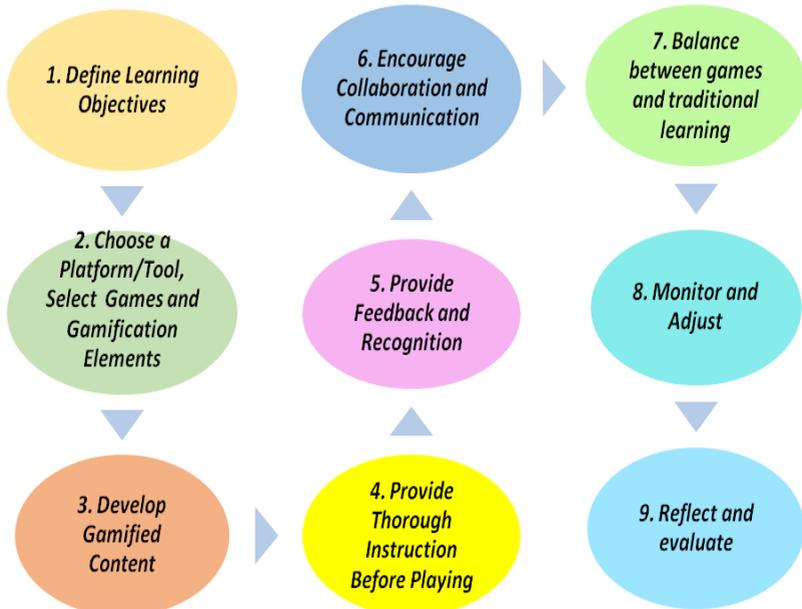


Figure 3. A 9-Step Chain of Integrating Digital Games into the EFL/ESL Classroom

Digital gamification, when implemented effectively, can indeed enhance the learning experience by promoting engagement, motivation, and collaboration among learners. The suggested steps cover key aspects such as defining objectives, selecting appropriate elements, choosing platforms, developing content, providing feedback, encouraging collaboration, and maintaining a reflective and iterative approach.

Thus, this approach ensures that educators have both a conceptual understanding and actionable guidelines for incorporating gamification into their language teaching strategies.

5.4. SEL: Integrating Game-Based Learning into a SEL English Classroom: Planning and Delivering

It is the mark of an educated mind to be able
to entertain a thought without accepting it
Aristotle

Social and Emotional Learning (SEL) is increasingly recognized as a vital component of education, fostering holistic development in students. Integrating game-based learning into an SEL-focused English classroom not only enhances language skills but also nurtures emotional intelligence, communication, and collaboration (Hanus & Fox, 2015). Social and emotional understanding and skills underpin both personal resilience and healthy relationships (Hromek 2014). Howard Gardner identified the two intelligences as intrapersonal - understanding and managing the self, and interpersonal - establishing and maintaining positive relationships (Gardner 1999).

Robyn Hromek and Sue Roffey identify SEL as including the following characteristics (Hromek, Roffey 2009):

- *recognising and labeling personal feelings, strengths and values;*
- *knowing how to regulate and express feelings effectively and safely;*
- *having a prosocial orientation to others which is not bound by pre-judgment;*
- *being able to read and take account of the emotional content of situations;*
- *being responsible to oneself and others and making ethical decisions;*
- *being able to set goals in both the short and longer term;*
- *problem-solving skills, especially in the domains of personal coping and interpersonal relationships;*
- *focusing on the positive;*
- *respect for others, including valuing diversity;*
- *treating others with care and compassion;*
- *good communication skills;*

- knowing how to establish, develop and maintain healthy relationships that promote connection between individuals and groups;
- being able to negotiate fairly;
- having skills to de-escalate confrontation and manage conflict well;
- being prepared to admit mistakes and seek help when needed;
- having personal and professional integrity demonstrated by consistently using relational values and standards to determine conduct.

Generally speaking, playing all kinds of games in the EFL/ESL classroom creates the relaxing atmosphere where the learners acquire and practice the language material not focusing on it and acquiring the important SEL skills.



Figure 4. Social Emotional Skills Built by Games and Simulations

Turn-taking. Throughout any game, students are learning and practicing how to take turns with one another. This also builds on other skills like patience and self-control at the very same time.

Teamwork. Not every board or game-based activity targets teamwork skills, but you can easily integrate this skill by having learners work together in pairs or microgroups to see the value in teamwork too.

Self-Control. Self-control is the ability to stop and think before making decisions.

Conversations. Chatting with others is an important skill that leads to meaningful relationships. Many games touch upon conversation skills, even if it is just basic questioning.

Focus. As learners play a board or a digital game, it's important to stay focused and attentive to what is going on.

Problem-Solving. Working through challenges is always a valuable skill for students to build on.

Perseverance. Perseverance is about not giving up, even when challenges come along. Most games also touch upon this skill, since the idea is to keep playing until the game is finished (even if you are not winning in the moment).

Sportsmanship. Good sportsmanship skills include being fair, respectful, and following the rules. They also mean winning and losing with grace. Again, these are skills that any board game can emphasize.

Managing Emotions. Losing a game can feel frustrating for both kids and adults. When we play board, physical or digital games, we are practicing how to manage those feelings in socially appropriate ways.

Getting Along with Others. Students of different levels need to learn how to get along with others, even others that they aren't friends with. Any game can help support these skills. What's important here is to make sure students play games with different peers outside of their comfort zone from time to time.

Mental Flexibility. Mental flexibility is the ability to think in different ways. It is problem-solving and going with the flow.

Patience. As kids wait for their turn in any board game, they are practicing patience ([https:// www.](https://www.)

thepathway2success.com/12-social-emotional-skills-that-board-games-build).

Digital games, in their turn, have emerged as intricate learning environments and settings with the potential to impact students’ socio-emotional development profoundly.

As socio-emotional learning gains recognition as a vital component of educational curricula, we find it is essential to closely examine the particular impacts of digital games in promoting emotional regulation, collaboration, problem-solving, resilience, empathy, social awareness, communication skills, intrinsic motivation, and self-efficacy.

Gee (2003) suggests that digital games, with their captivating narratives and challenges, create environments favourable to emotional engagement, thereby playing a role in promoting emotional regulation. Steinkuehler and Duncan (2008) highlight the collaborative nature of multiplayer games, fostering teamwork and interpersonal skills. Additionally, Gee (2007) points out that the narrative elements of games facilitate perspective-taking and the development of empathy.

Bandura's (1997) theory of self-efficacy is relevant in understanding how the mastery experiences embedded in digital games can boost learners' confidence and belief in their abilities.

In their research Hromek and Roffey (2009) described the impact the game-based learning might have on students’ resilience and, hence, general SEL skills, learning and social success.

Table 3. Resilience factors in children and opportunities provided by games-based learning (acc.to Hromek and Roffey, 2009)

RESILIENCE	GAME-BASED LEARNING
<i>self-efficacy</i>	games-based learning provides opportunity to gain skills through modelling, guided practice, role-play
<i>social skills</i>	skill-set developed: turn-taking, listening, sharing, negotiating, resolving conflict, apologising, encouraging

<i>emotional literacy</i>	guided practice in identifying emotions in self and others, perspective and empathy
<i>sense of humour</i>	games inherently provide fun and humour
<i>positive attitudes</i>	solution-focused, positive interactions
<i>average to above intelligence</i>	thinking skills: attention, explaining, perseverance, problem solving
<i>even temperament</i>	emotional regulation
<i>work success</i>	pro-social skill-set: social skills, thinking skills, emotional regulation, perseverance
<i>talents</i>	confidence and skills gained through persistence in a safe environment
<i>school: positive early experience, connectedness, academic success</i>	positive, fun-based, democratic, collaborative
<i>family: qualities valued by family warm relationships, connectedness</i>	skill-set is developed for maintaining positive relationships
<i>social opportunities: leadership, talent, positive relationships, adventure, fun, humanitarian pursuits, success, coaching responsibility</i>	positive relationships, fun, confidence, helping skills, values clarification, moral development

Summing up, the examination of digital game-based learning reveals a transformative impact on SEL, touching upon various dimensions of learners' development. By incorporating the engaging and interactive nature of digital games, this learning approach becomes a powerful tool for cultivating students' SEL skills. Through opportunities for EFL/ESL habits and skill acquisition, social skill development, and guided emotional literacy practices, digital GBL becomes a dynamic

platform for fostering resilience in modern students. Having fun in games, communicating and collaborating with each other, navigating challenges within the digital realm in both virtual and real-world settings, they not only develop thinking skills and emotional regulation but also build a pro-social skill set that extends to their learning, social and work success.

Online and Digital Tools for Creating Interactive Educational Games Within the Context of Socio-Emotional Learning

The integration of online and digital tools for crafting interactive educational games in English language teaching has witnessed substantial growth and transformation in recent years. The emergence and advancement of various educational platforms and applications respond to the shifting landscape of online and hybrid learning. This empowers teachers to transcend traditional teaching boundaries, creating a dynamic and engaging learning environment tailored to the evolving needs of 21st-century learners.

As previously emphasized, gamification emerges as a powerful catalyst for promoting socio-emotional learning. The impacts of the COVID-19 pandemic have caused many students to fall behind in reaching their assessment targets, including social and emotional learning (SEL) skills. It forced educators all over the world to explore innovative learning solutions (e.g., computer games) to help students develop the SEL skills needed for success. Their effectiveness lies in its ability to captivate student interest, enhance motivation, stimulate communication, and consequently, elicit positive feedback. The integration of gamification principles with socio-emotional learning not only enriches the educational experience but also cultivates vital life skills. The tasks and activities the teacher creates may be tailored to the language level, needs and interests of the students as well as the lesson objectives.

Here, we explore several digital tools exemplifying the potential of gamification within the context of socio-emotional learning.

Classcraft (<https://www.classcraft.com>):

Classcraft is a platform that turns the classroom into an interactive adventure game by creating quests and puzzles. Students create characters, earn points through positive behavior, and face consequences for negative behavior. Encouraging teamwork, communication, and empathy, this platform fosters positive social interactions among students. For instance:



a) *Design a collaborative quest where students work together to overcome challenges, solve a problem by working in teams.*

b) *Design a quest to enhance vocabulary acquisition and usage.*

- *Create a series of vocabulary quests with different difficulty levels.*
- *Assign tasks such as defining words, using them in sentences, or even acting them out in a short role-play. (Students earn points for completing each task successfully).*
- *Integrate a collaborative aspect by allowing students to form teams to tackle more challenging quests together.*

Kahoot! (<https://kahoot.com>):

Kahoot! is a game-based learning platform that allows teachers to create quizzes, discussions, and surveys. It's a fun way to engage students and can be adapted for socio-emotional learning activities.



For instance: Create a quiz with questions related to empathy, self-awareness, or teamwork. Use the quiz as a discussion starter for exploring different socio-emotional themes.

Duolingo (<https://uk.duolingo.com>): primarily known as a language learning platform, also promotes socio-emotional learning through various features and elements designed to engage learners on an emotional and social level. Here's how

Duolingo serves as an educational platform that fosters socio-emotional learning. It effectively integrates gamification, social interaction, positive reinforcement, and cultural relevance to promote socio-emotional learning.



For instance: Engage your learners in a conversation with a virtual character, making decisions and responding to their emotions and needs; Complete a story by choosing the correct words or phrases to fill in the blanks, creating a coherent narrative; Engage in reflective exercises where learners write or speak about their language learning journey, challenges, and achievements.

Minecraft: Education Edition
(<https://education.minecraft.net/en-us>):

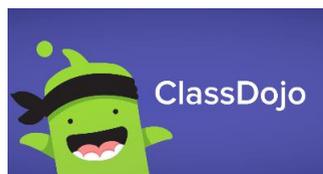
Minecraft can be used to create immersive learning environments that foster creativity and collaboration. Teachers can design challenges that require teamwork and problem-solving, promoting social and emotional skills.



For instance: Build a virtual community that reflects positive social interactions. Students can collaboratively design structures that represent empathy, inclusivity, and cooperation

ClassDojo (<https://www.classdojo.com/uk-ua>):

ClassDojo is a communication platform that also includes a point system for behavior. Teachers can award points for positive behavior, and students can customize their avatars. Parents can also stay connected and informed.



For instance: Introduce a "Random Act of Kindness" challenge. Students earn points for acts of kindness towards their peers. Encourage them to share their experiences on ClassDojo.

Empatico (<https://empatico.org>):

Empatico is an online platform that connects classrooms around the world for virtual exchanges. It encourages students to explore similarities and differences, fostering empathy and understanding.



For instance: Organize virtual exchanges with classrooms from different cultures. Plan activities that encourage students to share their experiences and learn about others' traditions, promoting cultural awareness and empathy.

Quandary (<https://www.quandarygame.org>):

Quandary is a game-based learning platform that focuses on ethical decision-making. It can be used to stimulate discussions about values, perspectives, and empathy.



For instance: Present students with ethical dilemmas through the game. Guide discussions around making choices that consider multiple perspectives and consequences, fostering critical thinking and empathy.

GoNoodle (<https://www.gonoodle.com>):

While initially focused on physical activity, GoNoodle also includes elements of gamification. It can be used to promote socio-emotional skills through activities that focus on mindfulness and self-regulation.

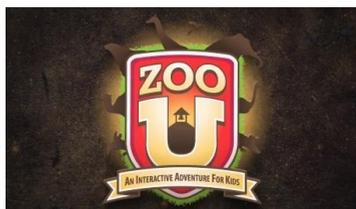


For instance: Choose a variety of GoNoodle activities that express different emotions or feelings. Opt for activities that involve expressive movements and gestures. Categorize emotions into different GoNoodle sessions (e.g., Joyful Jamboree, Calm Reflection, Energetic Excitement). Develop discussion points related to each emotion,

encouraging students to reflect on their own experiences and understand the perspectives of others.

Zoo U (<http://surl.li/ovzjj>)

Zoo U is an online game designed to teach social and emotional skills to elementary school students. In this student-led program, young learners work at their own pace towards mastery of six key social and emotional skills: Communication, Cooperation, Emotion Regulation, Empathy, Impulse Control, and Social Initiation. It also addresses issues like bullying and friendship through engaging gameplay. Navigating through different picture scenes choosing some character, students decide how to communicate and interact with the other characters. Each of the dialogues presented is read aloud, and students make decisions about what to say and also the tone of voice to use.



For example: Engage students in a virtual scenario where they encounter social challenges in a zoo setting. Guide them to make decisions that promote positive social interactions with the zoo's animal characters. Like, in one of the ZooU Empathy assessment scenes, the players must decide if they should stop playing their games and find out why their friend is sitting by himself or not and ground their opinions.

Poki (<https://poki.com>):

Poki is a collection of educational games suitable for various age groups. Teachers can find games that focus on emotional intelligence, communication, and collaboration.



For instance: Select games that focus on emotional intelligence or social skills. For instance, games that require students to identify emotions in characters or navigate social situations can help enhance empathy and social understanding.

Quillionz (<https://www.quillionz.com>):

Quillionz allows teachers to fashion interactive quizzes and scenarios prompting students to reflect on various socio-emotional aspects. Customizable to focus on empathy, self-awareness, and interpersonal skills, this tool embraces a gamified approach to emotional intelligence.



For instance: create empathy Storytelling to enhance empathy and narrative skills. Using Quillionz, create a set of story prompts that involve characters facing emotional challenges or dilemmas. Have students choose a prompt and develop a narrative that explores the characters' emotions, perspectives, and solutions. Encourage class discussions about empathy and understanding different viewpoints.

Flipgrid (<https://info.flip.com/en-us.html>):

Flipgrid facilitates video-based discussions, offering a platform for students to express thoughts, emotions, and perspectives. This tool promotes communication skills, active listening, and the establishment of a supportive and inclusive online community.



For instance: generate Flipgrid topics that revolve around scenarios or situations that evoke various emotions (e.g., joy, frustration, sadness). For each scenario, include a brief description or story that sets the emotional tone. Pair students randomly or strategically, ensuring diverse partnerships. Each student records a video response to the given scenario on Flipgrid, expressing how they would feel in that situation and why. Encourage students to share personal experiences related to the scenario.

Babbel (<https://babel.com>):

Babbel is a language learning platform that offers courses in various languages to help individuals acquire and improve their language skills. It provides interactive lessons that focus on practical language skills,



allowing users to learn and practice in real-life situations. Babbel's lessons are designed to be practical and immediately applicable to real-world situations. The platform aims to teach language skills that users can use in everyday conversations. It also incorporates socio-emotional learning through various tasks that go beyond language acquisition.

For instance: Engage your students in interactive dialogues where learners respond to emotional cues and navigate social interactions encouraging their self-expression, self-reflection, and emotional articulation in a new language.

5.5. Dramatization and simulation techniques to boost students' interaction and communication

Throughout history, drama has always been a part of people's lives. It is a unique tool to express human feelings and is highly related with human interaction. The essence of drama is social interaction, which involves contact, communication,



and the negotiation of meaning within a group context. Creative drama can provide the opportunity to develop imagination, encourage independent thinking and cooperation, build social awareness, take others' perspectives, promote a healthy release of emotion, and improve habits of speech. (Hakan Usakli, 2018 Drama Based Social Emotional Learning)

Drama elements or dramatization of the teaching process always make language learning active, creative, motivating and engaging experience nurturing collaboration and teamwork, bringing real world into the classroom and definitely helping learners gain confidence and self-esteem needed to use the language spontaneously, developing their emotional awareness and self-regulation and consequently

lowering stress and trauma.

The research and our personal experience show that in terms of the linguistic aspect using drama is highly beneficial for practicing and developing all the components of communicative competence:

- phonological competence (pronunciation, intonation, ways to emphasize...);
- speaking interaction and production including the nonverbal components of speech;
- different modes of reading (intensive, extensive, scanning and skimming);
- writing skills (taking notes, extending and shortening lines, writing and adapting a script...);
- learners' vocabulary;
- accuracy and fluency;
- socio-cultural competence;
- organization skills (planning, time managing, processing, performing);
- decision making and problem-solving skills;
- cognitive, critical and creative thinking skills.

But if the educators of different levels (kindergarten, secondary school, university) feel quite at ease practicing grammar in a real-world classroom, the idea of using it in online education raises numerous questions, the answers to which cannot be found effortlessly: *What? When? Where? How? Who? Which?* Considering all these bullets, the teacher requires some thorough preparation, adaptation, implementation and... digitalization, of course.

Online dramatization offers a range of options for engaging and interactive learning experiences: storytelling, role-playing, simulating, film/cartoon dubbing and performing, providing students with unique opportunities for creative interactive communication and collaboration.

Following **Tips for Organizing Online Dramatization** can be helpful while incorporating drama element into your

English classroom:

- *Choose the play/film/cartoon/book scene which will be engaging to students.*
- *Provide clear instructions and guidelines for preparing online performances.*
- *Encourage creativity in adapting to the online format according to the level of the students and the format of the performance.*
- *Schedule rehearsals and provide opportunities for feedback.*
- *Consider incorporating elements like music, sound effects, or virtual backgrounds as well as costumes and make up for added engagement.*
- *Encourage the group feedback after the performance.*

Educational simulations have also become increasingly integral to the English language teaching landscape, offering immersive and interactive environments that enhance students' language acquisition. According to Gee (2003), simulations, including digital games, provide a context for language learning that mirrors real-world situations, allowing students to apply language skills in meaningful contexts. In a study by Squire (2006), it was noted that educational simulations, when integrated into language instruction, create authentic scenarios where students engage in problem-solving, critical thinking, and language use. In other words, simulations present the learners with real-world scenarios and cases and allow them to explore the scenario/case in a "safe" environment.

Moreover, the adaptability of educational simulations allows for personalized learning experiences. According to Steinkuehler and Duncan (2008), simulations can be tailored to students' individual needs, offering differentiated challenges and adapting to varying proficiency levels. This adaptability fosters a learner-centric approach, catering for the diverse language learning needs of students (Steinkuehler & Duncan, 2008).

Here are some suggestions for making the most of simulations with your students to make your teaching

interactive:

- *Give students a specific purpose for exploring the simulation.* As a class, you can brainstorm specific questions that students might explore. Ask students to hypothesize answers and test their predictions.
- *Project the simulation as a whole class teaching tool.* By showing the simulation on your interactive whiteboard, you can model how to use it and facilitate students' thinking.
- *Pair students up to explore the simulation with a partner/s.* The collaborative use of simulations will encourage students to verbalize their thinking and strategies.

Every day a range of new digital tools and platforms emerges, bringing more variety and excitement to the landscape of English language learning. These innovative resources harmoniously integrate elements of gamification and dramatization, transforming traditional language education into engaging and interactive experiences. Through the use of gamified apps, virtual environments, and online platforms, learners are not only immersed in the linguistic intricacies of English but also motivated by game-like challenges and scenarios. These tools often incorporate interactive storytelling, role-playing, simulations and language games, creating an immersive and dynamic learning environment.

Below, in Table 4 we suggest several options and platforms for conducting dramatization activities online and the opportunities they provide for teachers and students.

Table 4. Digital Storytelling and Simulation Platforms

Title	Type and Opportunities
<i>StoryJumper, Storybird, Storyboard That, EnglishClub, British Council - LearnEnglish Kids, TESOL International Association - Storytelling Resources,</i>	<i>These Online Storytelling platforms</i> allow students to create and share digital stories with characters and scenes. Students can take turns creating different parts of the story, and the final product can be presented to the class.

<i>My Story School eBook Maker</i>	
<i>Google Docs, Microsoft Word Online, Zoho Writer, Padlet, Draft, Notion</i>	Online collaborative writing Tools where students can interact and collaborate on writing scripts or scenes in real-time using online word processing tools. This allows for seamless collaboration and editing.
<i>Miro, Padlet, Limnu, SMART Notebook, Educreations, Pear Deck</i>	Interactive Whiteboard Platforms which offer virtual whiteboards where students can sketch out scenes, plan characters, and collectively brainstorm ideas for dramatization.
<i>AltspaceVR, ENGAGE, ClassVR, Google Expeditions, Immersive VR Education, vLanguage Learning, Unimersio</i>	Virtual Reality (VR) Platforms allow users to create and participate in immersive experiences. While these may require additional equipment, they provide a unique way to enact scenes and performances in a virtual environment.
<i>Powtoon, Vyond, Toontastic 3D, Toonly, Biteable, Plotagon, FlipaClip, Animaker</i>	Animation Tools which can create animated videos with characters, scenes, and dialogue. Students can script and animate their own dramatizations, adding a creative and dynamic element to their presentations.
<i>The Show Must Go Online, Virtual Theatre Experiences, Drama Notebook, StageMilk, Drama Online, Scripted Stories for Social Situations</i>	These Online Theater Platforms explore online theater initiatives that provide opportunities for students to participate in virtual performances, workshops, or theater events.
<i>PuppetMaster, Sock Puppets, Puppet Pals (iOS app), Scratch, ChatterPix Kids, Sock Puppet Theatre</i>	Such Digital Puppetry Tools engage students in digital puppetry, allowing them to create characters and animate them in real-time. This can be used for storytelling, role-playing, or scripted

	performances
<i>Instagram, TikTok, YouTube, Snapchat, Pinterest, Vimeo</i>	Social Media Platforms always encourage students to create short dramatizations, skits, or monologues and share them on social media platforms. This not only provides a platform for performance but also allows for peer feedback.
<i>Drama Notebook, Drama Resource, Lights Up, Digital Theatre, Theatrefolk, The Drama Teacher</i>	Online Drama Platforms which can use online drama resources that offer scripts, activities, and lesson plans designed for virtual and online dramatization.

As a result of using online apps and platforms which can help a teacher create drama and simulation elements at the lesson, students are not just memorizing vocabulary and grammar rules but actively participating in language scenarios, fostering a more practical and contextual understanding of the English language.

The emergence and evolution of these digital tools reflect a growing recognition of the effectiveness of incorporating playfulness and dramatization in language education, catering for diverse learning styles and enhancing overall language acquisition.

Here are the examples of the tasks that leverage dramatization and students' communicative competence skills as well as digital and SEL skills through some of the digital platforms mentioned above.

1. **Shadow Puppet EDU:**

Shadow Puppet EDU facilitates digital storytelling through a combination of images, text, and voiceovers. Students can create narrated slideshows that



Shadow Puppet

showcase their dramatization skills. It's an ideal platform for

incorporating multimedia elements into presentations and performances.

For instance:

- **Story Retelling:** Encourage students to read a short story or a passage aloud. Afterward, have them use Shadow Puppet EDU to create a narrated slideshow, visually representing key scenes and characters from the story.

- This task enhances speaking and listening skills as students practice articulating the plot and details.

- **Dialogue Creation:** Assign pairs or small groups of students' specific dialogues or conversations related to a given scenario or theme.

- They can then use Shadow Puppet EDU to act out and record these dialogues, focusing on pronunciation, intonation, and natural language flow.

- **Role-Playing Scenarios:** Provide students with various real-life scenarios (e.g., ordering food at a restaurant, asking for directions) and have them create a visual story using Shadow Puppet EDU where they act out these scenarios

This task enhances conversational skills and vocabulary related to everyday situations.

2. Flipgrid:

Flipgrid is a video discussion platform that allows students to record and share short video responses. Using its features for dramatization can enhance language skills in a creative and interactive way.



For instance:

- **Storytelling Performances:** Have students select a short story, poem, or scene from a play. Task them with dramatizing and performing it in a video on Flipgrid.

This promotes fluency, pronunciation, and expression, as students embody characters and convey emotions through their performance.

- **Role-Play Conversations:** Assign pairs or small groups specific scenarios or dialogues. Students can then use Flipgrid to record role-play conversations, practicing natural language flow, intonation, and appropriate expressions.

This task enhances both speaking and listening skills.

- **Debates and Discussions:** Encourage students to participate in debates or discussions on Flipgrid. Provide them with a topic or statement, and let them express their opinions and arguments through dramatized presentations.

This task promotes critical thinking, persuasive language, and effective communication.

- **Book Character Interviews:** After reading a book, students can choose a character and create an interview scenario using Flipgrid. They can embody the character, answer questions as if they were that character, and provide insights into the story.

This task fosters creativity, comprehension, and expressive language use.

- **Historical Reenactments:** Assign historical events or figures to students, and have them research and create dramatized reenactments using Flipgrid.

This task integrates language skills with historical understanding, requiring students to articulate information in a coherent and engaging manner.

- **Language Learning Skits:** Assign specific language learning topics or grammar concepts to groups of students. Task them with creating skits or short plays that incorporate these elements.

This not only reinforces language rules but also encourages collaboration and creativity.

- **Vocabulary Charades:** Select a set of vocabulary words and have students create short charades videos on Flipgrid where they act out the meanings of the words without speaking. Classmates can then guess the words, fostering vocabulary acquisition and comprehension.

- **Cultural Presentations:** Assign students a specific cultural topic or celebration. They can use Flipgrid to create dramatized presentations where they showcase cultural practices, traditions, or

celebrations, promoting cross-cultural communication and language use.

3. Storyboard That:

Storyboard That offers a versatile platform for creating visual stories and comics. Students can plan and illustrate dramatizations, adding characters, dialogue, and scenes. The tool encourages narrative structure and creativity, making it valuable for language arts and storytelling projects.



- ***Sequential Story Narration:*** Assign students a series of related events or a short story and have them create a storyboard that visually depicts each scene. Encourage them to use captions or speech bubbles to narrate the story, focusing on sequential language and storytelling coherence.

- ***Character Dialogue Creation:*** Provide students with characters and settings, and ask them to create a storyboard featuring a dialogue between the characters.

This task emphasizes dialogue construction, appropriate language use, and understanding conversational dynamics.

- ***Historical Events Visualization:*** Have students research and choose a historical event. They can then use Storyboard That to create a visual representation of the event, incorporating characters and scenes.

The accompanying captions should showcase their understanding of the historical context and language.

- ***Literary Analysis Storyboards:*** After reading a book or a play, instruct students to create storyboards that highlight key scenes, characters, or themes. They can use captions to analyze and articulate their interpretations of the literature, promoting critical thinking and language expression.

- ***Grammar Rule Illustration:*** Assign specific grammar rules or concepts to students and ask them to create storyboards that illustrate these rules in context. For example, a storyboard could visually demonstrate the correct use of tenses, prepositions, or

reported speech, promoting understanding and application of grammar.

- **Vocabulary Storyboard:** Choose a set of vocabulary words related to a particular theme or unit. Task students with creating a storyboard where each scene incorporates one or more of the vocabulary words.

Captions should demonstrate the words' meanings in context.

- **Cultural Etiquette Storyboard:** Explore cultural etiquette or customs related to a specific region or country. Students can use Storyboard That to create visual stories that depict cultural scenarios, emphasizing appropriate language use in cultural contexts.

- **Problem-Solving Scenarios:** Present students with real-life problem-solving scenarios. They can use Storyboard That to visually depict how characters resolve these situations, incorporating language that demonstrates effective communication and conflict resolution.

- **Creative Writing Prompts:** Provide creative writing prompts, and ask students to use Storyboard That to visually represent their creative stories. The visual elements should complement the narrative, encouraging imaginative storytelling and language use.

4. Toontastic 3D:

Toontastic 3D allows students to bring their stories to life through animated characters and settings. It's an excellent tool for creating digital plays and dramatizations. Students can script scenes, add voiceovers, and explore the basics of storytelling in a visually engaging format.



- **Narrative Storytelling:** Assign students a storytelling task where they have to create a cartoon that narrates a short story. This can include a beginning, middle, and end. Students use characters, scenes, and dialogue to convey the narrative, enhancing their storytelling and sequencing skills.

- **Character Dialogue Creation:** Provide students with characters and settings, and ask them to create a cartoon that features a dialogue between the characters.

This task focuses on dialogue construction, expressive language, and character interaction.

- **Literary Adaptations:** *After reading a book or a play, instruct students to create a cartoon adaptation. They can use Toontastic 3D to bring the characters and scenes to life, adding voiceovers and dialogue.*

This task encourages creativity, comprehension, and expressive language.

- **Grammar Rule Animation:** *Assign specific grammar rules or concepts and ask students to create an animated cartoon illustrating these rules in context. For example, they can animate a dialogue that demonstrates the correct use of tenses or punctuation, reinforcing grammar understanding.*

- **Vocabulary Animation:** *Choose a set of vocabulary words related to a particular theme you study. Students can create an animated cartoon where each scene incorporates one or more vocabulary words.*

The characters' dialogue and narration should demonstrate the words' meanings in context.

- **Cultural Showcase:** *Explore cultural aspects or traditions related to a specific region or country.*

Students can use Toontastic 3D to create animated cartoons that demonstrate cultural scenarios, emphasizing appropriate language use in cultural contexts.

- **Problem-Solving Animations:** *Present students with real-life problem-solving scenarios. They can use Toontastic 3D to visually depict how characters resolve these situations, incorporating language that demonstrates effective communication and problem-solving skills.*

- **Expressive Language Cartoon:** *Encourage students to create a cartoon where characters express different emotions or sentiments.*

This task promotes vocabulary related to emotions and allows students to practice using descriptive language.

5. *Civic Mirror*:

Civic Mirror is an online simulation platform designed to teach students about civic education, government, and economics. While its primary focus is on these subjects, you can integrate language skill development through dramatization.



This tool promotes critical thinking, collaboration, and a deeper understanding of civic responsibilities.

- **Government Role-Playing:** Assign students roles within a simulated government or community setting. Each student represents a character with specific responsibilities and duties. Encourage them to use Civic Mirror's communication features to engage in role-playing scenarios, such as town hall meetings or debates.

This task enhances persuasive language, public speaking, and negotiation skills.

- **Legal Case Simulations:** Introduce legal scenarios or civic issues and have students act as lawyers, judges, or citizens. They can use Civic Mirror's communication tools to present arguments, conduct cross-examinations, and discuss the ethical implications of various situations.

This task emphasizes legal vocabulary, critical thinking, and effective communication.

- **Community News Reports:** Assign students the role of reporters for a virtual news outlet within the Civic Mirror simulation. They can create news reports, articles, or broadcasts that dramatize civic events, government decisions, or community issues.

This task develops writing and reporting skills, as students communicate information in a compelling and informative manner.

- **Political Campaigns:** Simulate a political campaign within Civic Mirror. Students can create campaign materials, speeches, and advertisements to persuade their virtual constituents to support their policies.

This task enhances persuasive writing, public speaking, and strategic communication skills.

- ***Debates on Civic Issues:*** *Introduce civic issues or policies and organize debates among students using Civic Mirror's communication features. Students can take on roles as advocates for different perspectives and engage in structured debates that require research, argumentation, and eloquent expression.*

- ***Letter to the Mayor:*** *Task students with writing letters to the virtual mayor within Civic Mirror, expressing their concerns, suggestions, or support for specific policies.*

This activity emphasizes formal letter writing, articulation of ideas, and civic engagement through written communication.

- ***Historical Simulations:*** *Integrate historical events or civic issues into the Civic Mirror simulation. Students can dramatize these events through written narratives, role-playing, or speeches.*

This task combines historical research with language skill development.

- ***Constitutional Conventions:*** *Simulate a constitutional convention within Civic Mirror, where students collaboratively draft a constitution for their virtual community.*

This task involves negotiation, compromise, and the use of precise language to define principles and rights.

Giving the examples of digital platforms and apps for developing English communicative competence we showcase how these digital tools not only provide innovative ways to incorporate dramatization and simulations but also offer immersive, interactive, and hands-on learning experiences across different subjects. In our opinion, they empower students to actively engage with content, fostering deeper comprehension and skill development.

In conclusion, gamification in English language teaching holds tremendous potential for transforming traditional pedagogical approaches (Smith et al., 2018). We believe, digital educational games and simulations play a pivotal role in fostering interactive learning experiences for students,

particularly in the realm of English language acquisition. These innovative tools engage students in dynamic, immersive scenarios that go beyond traditional teaching methods. Through gamification and simulation, students actively participate in interactive language activities, such as storytelling, role-playing, debating, discussing and problem-solving, which enhance their linguistic skills while making the learning process enjoyable and memorable.

Digital games and simulations also offer personalized learning experiences, allowing students to progress at their own pace and receive immediate feedback. The interactive nature of these tools promotes collaboration, critical thinking, and creativity, addressing diverse learning styles and fostering a deeper understanding of the English language.

As technology continues to advance, the integration of digital educational games and simulations into language education stands as a promising avenue for cultivating interactive, student-centered learning environments.

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Chapter 6. MOBILE LEARNING AND BRING YOUR OWN DEVICE (BYOD)

6.1. Introduction to Mobile Learning and BYOD

Technology has become an integral part of our daily lives in today's fast-paced world. From smartphones and tablets to laptops and wearable devices, we are constantly connected, seeking information and learning on the go. This transformation has created a revolutionary educational concept: Mobile Learning (MLearning). Additionally, the Bring Your Own Device (BYOD) concept has gained prominence in educational settings. In this chapter, we will explore the fascinating realm of mobile learning and BYOD, focusing on their growing significance in education and their relevance to English as a Second Language (ESL).

Mobile learning, or MLearning, refers to the practice of using mobile devices such as smartphones, tablets, and laptops as tools for learning. It encompasses a wide range of educational activities, from accessing course materials and interactive apps to participating in virtual classrooms and collaborative projects, all facilitated by the convenience of mobile technology. It is learning on the move, breaking free from the traditional confines of a physical classroom.

On the other hand, BYOD stands for Bring Your Own Device, a policy encouraging students to bring their personal devices to the learning environment (Gordon, 2014). These devices include smartphones, tablets, laptops, or other electronic gadgets. BYOD leverages students' familiarity and comfort with their own devices to enhance their learning experiences. It

empowers students by allowing them to choose the tools they are most comfortable with and promotes a personalized learning approach (Stephens & Pantoja, 2016).

The integration of mobile devices into education has been nothing short of transformative. As these devices become more powerful, affordable, and ubiquitous, they reshape how we teach and learn. Here are some key reasons why mobile devices are increasingly important in education:

1. **Accessibility:** Mobile devices are readily accessible to most learners. Unlike traditional desktop computers, which may be limited to specific locations, mobile devices are portable and can be used virtually anywhere with an internet connection. This accessibility democratizes education and allows people from all walks of life to access learning resources.
2. **Engagement:** Mobile devices offer various interactive and multimedia tools that engage learners in ways that traditional textbooks and lectures cannot. Educational apps, games, videos, and interactive simulations captivate students' attention and promote active learning.
3. **Flexibility:** Mobile learning accommodates various learning styles and preferences. Learners can choose when and where to study, allowing for greater schedule flexibility. This adaptability is particularly beneficial for ESL students with varying language proficiency levels and unique learning needs.
4. **Instant Feedback:** Mobile devices enable immediate feedback through quizzes, assessments, and interactive exercises. This timely feedback helps learners track their progress, identify areas of improvement, and adapt their learning strategies accordingly.
5. **Resource Richness:** The internet is a vast repository of educational resources. Mobile devices provide instant access to an extensive library of information, allowing learners to explore diverse perspectives on research topics and access up-to-date materials related to ESL and other subjects.

6. **Collaboration:** Mobile technology fosters collaboration among students. Virtual classrooms, discussion forums, and collaborative document editing tools facilitate peer-to-peer learning and group projects, enhancing social interaction and communication skills in ESL contexts.
7. **Engaging ESL Learners:** ESL students often face the challenge of improving their language skills outside the classroom. Mobile devices can be a bridge to continuous language practice, offering apps and platforms tailored to language learning that encourage regular interaction with the target language.

Learning a new language, such as English, can be challenging and rewarding. ESL students often benefit from extra practice, personalized resources, and opportunities for language immersion. Mobile devices and BYOD policies can offer exactly that.

Imagine an ESL student who carries a smartphone with them wherever they go. During their daily commute, they can practice English pronunciation using a language learning app. On their lunch break, they might engage in a virtual conversation with a language exchange partner via a language learning platform on their tablet. In the evening, they can access their ESL course materials on their laptop, collaborating with classmates on a group project. This scenario illustrates how mobile learning and BYOD can seamlessly integrate into an ESL learner's life, providing continuous language exposure and practice.

So, mobile learning and BYOD are not merely trends but transformative forces shaping the education landscape. The growth of mobile devices in education is undeniable, and their integration into ESL classrooms holds enormous potential for enhancing language acquisition and improving language skills.

According to recent research, the advantages of Integrating Mobile Devices into ESL Instruction are as follows:

1. Enhanced Accessibility

Mobile devices have become ubiquitous tools that bridge the gap between ESL learners and a world of language resources. The widespread availability of smartphones, tablets, and other portable gadgets means that ESL students can access learning materials and practice their language skills virtually anywhere. This newfound accessibility transcends physical boundaries and time constraints, making ESL instruction more flexible and inclusive.

ESL instructors can leverage this accessibility by recommending or providing online resources, such as language learning apps, interactive exercises, and e-books. These materials are often designed to cater to diverse proficiency levels, ensuring learners can find relevant content at any stage of their ESL journey. Moreover, mobile devices enable easy integration of multimedia elements, including audio and video, which can significantly enhance the learning experience. (Darmi and Albion, 2014)

2. Increased Engagement

One of the most significant advantages of mobile learning in ESL is its boost to learner engagement. Traditional classroom settings sometimes struggle to captivate students, but mobile devices offer many interactive and immersive activities catering to different learning styles. Gamification, for instance, turns language learning into a fun and engaging experience. ESL learners can play language games, quizzes, and puzzles that enhance their language skills and keep them motivated and eager to progress.

Furthermore, the social aspect of mobile learning fosters collaboration and communication among ESL students. They can connect with fellow learners, exchange ideas, practice conversations, or even create virtual study groups. This social engagement enhances language skills and provides emotional support and a sense of belonging to a broader community of language enthusiasts. (Saponaro, 2014)

3. Personalized Learning

No two ESL learners are exactly alike, and mobile learning allows for highly personalized educational experiences. Language apps and platforms often utilize adaptive technology, which tailors content and exercises based on individual progress and preferences. This adaptability ensures that each student receives a customized learning journey that suits their pace and specific learning needs.

Moreover, mobile devices allow learners to choose when and how they want to study. With BYOD, students can use their preferred devices, apps, and resources, empowering them to take control of their learning process. This autonomy promotes a sense of ownership over their ESL journey, motivating students to be more proactive and engaged learners.

4. Diverse Learning Resources

Mobile devices grant ESL learners access to an extensive array of learning resources that go beyond traditional textbooks. Educational apps, podcasts, YouTube tutorials, online courses, and language exchange platforms offer various materials to cater to varying interests and learning styles. For instance, visual learners may benefit from video lessons, while auditory learners can listen to podcasts and music in English.

Additionally, mobile devices enable ESL learners to access authentic materials, such as news articles, movies, and social media, allowing them to immerse themselves in real-world language usage. This exposure to authentic language helps learners develop their comprehension and communication skills, preparing them for real-life conversations and interactions.

5. Continuous Learning

Mobile learning facilitates continuous language acquisition by integrating ESL into learners' daily lives. Short, bite-sized lessons and practice exercises are ideal for on-the-go study sessions during commutes, breaks, or downtime. Integrating ESL into daily routines fosters a consistent learning habit, enhancing retention and fluency.

Furthermore, the portability of mobile devices means that ESL learners can take their studies with them wherever they go, ensuring that they never miss an opportunity to practice and improve their language skills. This continuous learning approach reduces the risk of stagnation and helps learners progress steadily toward their language proficiency goals.

6. Immediate Feedback

Mobile devices provide instant feedback, a valuable asset in ESL instruction. Language learning apps and platforms often include built-in assessment tools that evaluate learners' performance and provide feedback on their strengths and weaknesses. This feedback loop allows students to track their progress, identify improvement areas, and make necessary real-time adjustments.

Additionally, mobile devices enable students to record their own speech and compare it to native speakers. This self-assessment helps learners refine their pronunciation and intonation, a crucial aspect of ESL. Immediate feedback empowers ESL students to take control of their learning journey and make incremental improvements.

So, integrating mobile devices and BYOD into ESL instruction offers many benefits that transform how learners acquire language skills. Enhanced accessibility, increased engagement, and personalized learning opportunities empower ESL students to take control of their language journey. Diverse learning resources, continuous learning, and immediate feedback foster a dynamic and effective language-learning environment.

Even so, the BYOD trend has its fair share of challenges, caveats, and concerns. Here are the top BYOD challenges a teacher should be aware of:

1. Device Compatibility

One of the primary challenges in a BYOD environment is device compatibility. Students use various devices with different operating systems, screen sizes, and software configurations.

This diversity often leads to compatibility issues when accessing and using applications or resources.

2. Connectivity Issues

Connectivity problems are another common concern in BYOD environments. Students may face difficulties connecting their devices to the internet or accessing network resources. These issues can disrupt online learning and work processes.

3. Distractions

Distractions are a significant hurdle in BYOD environments, especially for students studying remotely. Personal devices often have many distractions, such as social media, entertainment apps, and messaging platforms. These distractions can severely impact productivity and focus.

In addition to addressing these common challenges, it is crucial to emphasize the importance of flexibility and adaptability in BYOD environments. As technology evolves rapidly, educators need to remain open to change and willing to adjust their approaches to accommodate new devices, software, and tools.

Strategies for Flexibility and Adaptability

1. Continuous Training and Professional Development:

Regular training sessions and professional development opportunities can help individuals stay updated with the latest technology trends and tools. This enhances their skill sets and prepares them to adapt to new BYOD challenges as they arise.

2. Feedback Mechanisms:

Establish feedback mechanisms that encourage users to report issues and suggest improvements in BYOD policies and resources. This feedback can be invaluable in making necessary adjustments to enhance the overall BYOD experience.

3. Scalability:

BYOD policies should be designed with scalability in mind. As the number and variety of devices students or employees use changes, the policies should adapt accordingly.

This might involve revising compatibility guidelines, expanding network capacity, or updating distraction management strategies.

4. Collaboration and Peer Learning:

Encourage collaboration among users in BYOD environments. Peer-to-peer learning can effectively allow individuals to share their experiences, troubleshoot problems, and discover new ways to utilize their devices more effectively.

As technology evolves, mobile learning in ESL will undoubtedly play an increasingly pivotal role in helping students become proficient English speakers. ESL instructors should embrace these innovative tools and adapt their teaching methodologies to harness the full potential of mobile devices and BYOD, ensuring that learners receive the best possible education to master the English language.

6.2. Designing and Delivering Language Lessons Using Mobile Devices

In today's digital age, mobile devices have become integral to our daily lives. From communication to entertainment and education, smartphones and tablets offer convenience and accessibility like never before. This trend also extends to language learning, where mobile-friendly lessons are gaining prominence. One of the essential aspects is designing mobile-friendly language lessons (Palalas, 2011). Creating lessons that work seamlessly on mobile devices requires careful planning and consideration. Here are some key factors to keep in mind:

Screen Size and Orientation

Mobile devices come in various screen sizes and orientations. Therefore, designing lessons that can adapt to different screen dimensions is essential. Use responsive design techniques to ensure your content adjusts smoothly to portrait and landscape orientations. Prioritize content that fits

comfortably on smaller screens to minimize the need for excessive scrolling or zooming.

Touch-Friendly Interaction

Mobile devices primarily rely on touch-screen interfaces. Ensure that lesson elements like buttons and navigation menus are large enough to tap easily with fingers. Avoid tiny links or buttons that can frustrate learners. Additionally, consider incorporating touch gestures like swiping and pinching for interactive elements.

Bandwidth and Connectivity

Mobile learners may not always have access to high-speed internet connections. Optimize your lesson content to load quickly, even on slower networks. Compress images and videos when possible and use a content delivery network (CDN) to reduce latency. Offer options for downloading content for offline use, allowing learners to study without an internet connection.

Cross-Platform Compatibility

Mobile devices run on various operating systems (iOS, Android, etc.), and not all users will have the same device. Ensure your lessons are compatible with multiple platforms, and thoroughly test them on various devices and browsers. This compatibility will help reach a broader audience of learners.

Battery Life Considerations

Mobile devices have limited battery life, and language lessons can be time-consuming. Encourage learners to manage their device settings, such as screen brightness and background apps, to conserve battery life during lessons—additionally, design lessons with minimal use of resource-intensive features to avoid draining the battery quickly.

The Importance of User-Friendly Design

User-friendly design is at the core of successful mobile-friendly language lessons. Learners should find the experience intuitive, engaging, and enjoyable. Here are some principles to consider when designing for mobile devices:

Intuitive Navigation

Navigation should be straightforward and user-friendly. Use a simple menu structure that allows learners to move effortlessly between lessons, units, or activities. Implement breadcrumb trails or progress bars to help learners track their progress within the course.

Clear Instructions

Provide clear and concise instructions for each lesson or activity. Use plain language, and avoid jargon or complex terminology that may confuse learners. Consider using multimedia elements like videos or images to demonstrate instructions visually.

Engaging Multimedia

Leverage multimedia elements to make lessons more engaging. Incorporate audio, video, and interactive quizzes to cater to different learning preferences. However, ensure that multimedia content is relevant and enhances the learning experience rather than serving as a distraction.

Responsive Design

As mentioned earlier, responsive design is crucial. Ensure that the lesson layout adapts smoothly to different screen sizes and orientations. Test your lessons on various devices to confirm their responsiveness.

Accessibility

Mobile-friendly lessons should be accessible to learners with disabilities. Use alt text for images, provide audio and video content transcripts, and ensure that text is resizable for learners with visual impairments. Prioritize inclusive design to accommodate a diverse range of learners.

Now, let us explore some examples of mobile-friendly lesson activities that harness the potential of mobile devices for effective language learning:

1. Vocabulary Flashcards

Create interactive flashcards with audio pronunciation and example sentences. Learners can swipe through the cards to practice vocabulary and improve their pronunciation skills.

Include a "practice mode" where learners can test themselves on the words they have learned.

2. Language Games

Design mobile-friendly games like crossword puzzles, word searches, or quiz challenges. These games can reinforce language concepts while keeping learners engaged. Provide immediate feedback and rewards to motivate learners to continue playing.

3. Video Lessons

Offer short video lessons with subtitles and interactive transcripts. Learners can watch the videos and read along, pausing and replaying segments. Include comprehension questions or discussion prompts to encourage active engagement with the content.

4. Speaking Practice

Incorporate voice recognition technology to assess learners' pronunciation and speaking skills. Provide speaking prompts and encourage learners to record their responses. Offer feedback and suggestions for improvement.

5. Cultural Exploration

Use mobile devices to explore the culture associated with the language being learned. Share articles, videos, and interactive maps that introduce learners to the target culture's customs, traditions, and history. Encourage discussions and reflections on cultural topics.

6. Social Learning

Create a mobile-friendly platform or app that connects language learners with peers or native speakers. Learners can practice speaking and writing with others, fostering a sense of community and collaboration.

So, designing mobile-friendly language lessons requires careful consideration of screen size, touch-friendly interaction, connectivity, cross-platform compatibility, and battery life. User-friendly design principles such as intuitive navigation, clear instructions, engaging multimedia, responsive design, and

accessibility are essential to the success of mobile language lessons.

The next step in designing an ESL lesson with BYOD is to choose tools and platforms to deliver the lesson.

One of the most accessible and user-friendly tools for ESL instruction via mobile devices is mobile applications. Many apps cater to learners of all levels, offering various exercises, quizzes, and interactive lessons. These apps allow students to practice their English skills on the go, making learning more engaging and convenient. Their popularity might vary depending on updates, user preferences, and new app releases. Checking app stores and recent reviews can give a more up-to-date perspective on which apps are currently trending or highly rated for ESL learning.

Some popular ESL apps include:



Duolingo: Known for its gamified approach to learning, Duolingo offers interactive lessons in various languages, including English. It covers vocabulary, grammar, and speaking exercises.



Rosetta Stone: This app uses immersive methods to teach languages, including English. It focuses on associating words with images and phrases, aiming for a natural learning process.



Babbel: Babbel offers short, interactive lessons focusing on practical phrases and real-life conversations. It's suitable for beginners and intermediate learners.



HelloTalk: This app connects learners with native speakers globally for language exchange. It enables users to chat and correct each other's language in a social learning environment.



Busuu: Similar to Babbel, Busuu provides interactive lessons and allows learners to practice with native speakers. It covers vocabulary, grammar, and pronunciation.



Memrise: Memrise uses mnemonic devices and spaced repetition to help users memorize vocabulary. It's known for its diverse range of user-generated content.



LingoDeer: Originally focusing on Asian languages, LingoDeer expanded to offer English learning. It's structured and focuses on grammar, vocabulary, and reading comprehension.

Many educational institutions and ESL programs employ Learning Management Systems like Moodle, Canvas, and Blackboard to deliver virtual lessons. These platforms allow instructors to organize course materials, assignments, and assessments in a structured manner. LMSs also facilitate student communication and collaboration, making it easier for educators to manage and monitor their progress.

Video conferencing tools such as Zoom, Google Meet, and Microsoft Teams have also become essential for synchronous ESL lessons. These platforms offer real-time communication, allowing teachers to conduct live lessons, engage in interactive discussions, and share multimedia content with students. Video conferencing tools provide a sense of

connection and immediacy, which can enhance the learning experience.

There are several teaching modes that we can choose for classes. *Synchronous teaching* involves real-time interactions between teachers and students. It can be conducted through live video lessons, webinars, or chat sessions. Synchronous teaching has several advantages:

Immediate feedback: Instructors can provide instant feedback, address questions, and clarify doubts.

Social interaction: Students can interact with their peers, fostering a sense of community.

Accountability: Scheduled classes help students adhere to a regular study routine.

However, synchronous teaching also has challenges, such as technical issues, time zone differences, and the need for a stable internet connection.

Asynchronous teaching, on the other hand, does not require simultaneous interactions. It involves pre-recorded lessons, discussion boards, and self-paced assignments. Here are the benefits of asynchronous teaching:

Flexibility: Students can access course materials conveniently, accommodating various schedules.

Self-paced learning: Learners can review content as needed and take their time to grasp complex concepts.

Accessibility: Asynchronous materials can be revisited for reinforcement.

Nevertheless, maintaining student engagement and motivation can be more challenging in asynchronous settings. Educators need to design interactive and stimulating materials to overcome this hurdle.

Many ESL programs adopt a *blended approach*, combining synchronous and asynchronous methods to leverage both advantages, for instance, using live sessions for interactive practice and discussions while providing recorded materials for self-paced learning and review.

The choice between synchronous and asynchronous modes often depends on various factors, such as learners' preferences, access to technology, teaching objectives, and the nature of the content being taught. Effective ESL instruction often incorporates a mix of both to cater to different learning styles and needs.

Virtual learning is an exciting area of education and professional training. However, it comes with challenges – online learners can become easily distracted. If a class loses interest or focus, you are in for a long, stressful teaching session. So, a teacher should create a culture of online student engagement across all classes, motivate collaboration, and enjoy stress-free teaching time.

Here are some tips for maintaining student engagement during virtual lessons (Hocutt, M., 2022):

- **Interactive Content:**

To keep ESL students engaged during virtual lessons, it is essential to incorporate interactive content. Utilize multimedia resources such as videos, interactive quizzes, and multimedia presentations. Encourage students to participate actively by asking questions, sharing their thoughts, and solving problems collaboratively.

- **Gamification:**

Gamification is a powerful tool for making virtual ESL lessons more engaging. Incorporate elements of competition, rewards, and achievement badges into your lessons. Educational games and quizzes can be integrated into your curriculum to make learning English more enjoyable and motivating.

- **Varied Teaching Methods:**

Diversity in teaching methods can combat monotony and sustain student interest. Switch between different modes of instruction, including lectures, group discussions, role-playing, and peer teaching. This variety caters to different learning styles and keeps learners actively involved.

- **Timely Feedback:**

Providing timely and constructive feedback is crucial in virtual ESL instruction. Encourage students to submit assignments and assessments and promptly review and comment on their work. Positive reinforcement and constructive criticism can motivate students to improve their language skills.

- Peer Interaction:

Promote peer interaction through virtual group projects, discussions, and collaborative activities. Peer interaction enhances language skills and fosters a sense of belonging and community among learners.

- Presentations:

Create a culture of group communication by having one person report back on a task, project, or piece of homework in each class. Knowing they could be asked to speak for one or two minutes encourages learners to be proactive and engage with your activities and exercises.

- Mixed media

You can share songs, videos, and slides to vary things up in your classes – surprising students with a short film scene, music video, gif, or meme is a great way to press the reset button and re-engage your audience. It is also good to reserve these for when an activity does not work out, or you suddenly need a minute to get organized.

- Clear Communication:

Effective communication is vital to virtual ESL instruction. Ensure that instructions, expectations, and deadlines are communicated clearly to students. Encourage open communication channels where students can reach out with questions or concerns.

- Assess Progress:

Regularly assess student progress through quizzes, tests, and assignments. This allows you to identify areas where individual students may need additional support and tailor your lessons accordingly.

Delivering ESL lessons via mobile devices opens up possibilities for educators and learners. By exploring various

tools and platforms, understanding the advantages of synchronous and asynchronous teaching modes, and implementing strategies to maintain student engagement, ESL instructors can create dynamic and effective virtual learning experiences. Embracing these opportunities will enhance English language acquisition and prepare students for a future where digital skills are increasingly essential. As technology advances, mobile devices will undoubtedly play an even more significant role in ESL education, making it imperative for educators to stay informed and adaptable in their teaching methods.

6.3. Developing Students' Digital Literacy Skills

Digital literacy is intrinsically linked to BYOD in the ESL classroom. In this context, digital literacy becomes crucial as it encompasses the skills and competencies required to effectively and responsibly use these devices for educational purposes. ESL students need to be proficient in language skills and navigating digital tools, apps, and online resources. Digital literacy empowers them to harness the potential of their devices, facilitating research, collaborative projects, and access to online language learning platforms. It encourages critical thinking, problem-solving, and adaptability in an ever-evolving technological landscape, making the integration of BYOD an educational advantage by providing students with the tools to navigate the digital world effectively and enhancing their language acquisition.

Moreover, digital literacy is equally essential for teachers, as it enables them to design engaging, technology-enhanced lessons and effectively manage the diverse devices brought into the classroom. Educators can select and implement appropriate digital resources and tools, promoting a more dynamic and interactive learning environment. In this symbiotic relationship,

students and teachers benefit from digital literacy in the BYOD ESL classroom (Coldwell-Neilson, 2021).

Digital literacy, in its essence, refers to the ability to navigate, comprehend, and utilize digital technologies and online resources effectively. It encompasses a broad spectrum of competencies, including:

Digital Navigation: The skill to maneuver through digital interfaces, websites, and applications.

Information Retrieval: The capability to locate, access, and extract information from the vast digital realm.

Critical Thinking: The aptitude to analyze and evaluate digital content's credibility, relevance, and accuracy.

Communication: The proficiency to communicate and collaborate through various digital channels, such as email, social media, and video conferencing.

Privacy and Security: Knowledge of online privacy, security measures, and responsible digital behavior.

Media Literacy: The ability to discern between different media types, including text, images, audio, and video.

We must encourage students to improve their digital capabilities through ongoing contextualized digital literacy development activities, not as a separate topic or course but integrated into subject learning. Here are practical strategies for seamlessly integrating digital literacy skills into ESL lessons:

Web-Based Language Learning: Utilize language learning websites and apps that offer interactive lessons and exercises tailored to ESL students' needs.

Online Reading and Writing: Assign online reading materials and writing tasks, such as blog posts or collaborative writing projects, to develop language skills.

Online Discussions: Encourage ESL learners to participate in online discussions or forums related to their interests or academic subjects. This fosters language fluency and cultural awareness.

Digital Research Projects: Incorporate research projects that require students to find, evaluate, and cite online sources. This enhances critical thinking and research skills.

Multimedia Projects: Assign multimedia projects where students create videos, presentations, or podcasts in English. This improves digital communication skills.

Internet Safety Workshops: Conduct workshops on internet safety, privacy, and responsible online behavior. Provide guidelines and resources to help students navigate the digital world safely.

In this digital age, digital literacy is a fundamental skill that ESL learners must acquire to succeed academically, professionally, and personally. By understanding the concept of digital literacy, emphasizing critical thinking, evaluating online resources, and promoting responsible digital behavior, ESL educators can empower their students to become proficient English speakers and responsible digital citizens. Integrating digital literacy skills into ESL lessons enhances language acquisition and equips students with the tools they need to thrive in the digital era.

100 BYOD activities to use in the ESL Classroom

Vocabulary and Grammar:

1. **Word Cloud Creation:** Have students use a word cloud generator app to input and display new vocabulary words from the lesson. In groups, they can discuss the words' meanings and associations.

2. **Digital Flashcards:** Encourage students to create digital flashcards using flashcard apps or websites, then share them with peers for collaborative studying.

3. **Grammar Gamification:** Utilize grammar-focused apps or websites that offer interactive games and challenges. Students can compete individually or in teams to reinforce grammar rules.

4. Word Puzzles: Assign students crossword puzzles or word search games related to the lesson's vocabulary. They can use apps or websites to create and share their puzzles with peers.

5. Grammar Hunt: Provide students with a list of sentences containing grammar mistakes. In pairs or groups, they use grammar-checking apps to identify and correct the errors.

6. Sentence Building App: Use a sentence-building app where students create sentences based on given prompts, focusing on correct grammar and sentence structure.

7. Sentence Scramble Challenge: Provide students with jumbled sentences related to the lesson. They must unscramble the words and reconstruct the sentences using a dedicated app or website.

8. Thematic Photo Hunt: Assign students to take photos related to a specific vocabulary theme. They can upload and describe their photos in English, fostering vocabulary acquisition.

Listening and Speaking:

9. Podcast Reviews: Assign students a podcast episode related to the lesson's topic. After listening individually, they can join a group discussion to share their thoughts and insights.

10. Podcast Creation: In groups, have students create their own podcasts on a topic of their choice. They can write scripts, record, and edit their podcasts, enhancing speaking and listening skills.

11. Online Speech Analysis: Encourage students to record short speeches or monologues, upload them to speech analysis apps, and receive feedback on their pronunciation, intonation, and clarity.

12. Voice Recording Interviews: Have students record interviews with classmates using voice recording apps to practice conversational skills. They can then share these recordings with the class.

13. Voice Message Discussions: Assign students discussion topics, and instead of written responses, they must

record voice messages on a messaging app, allowing for natural conversational practice.

14. Listening Bingo: Create bingo cards with keywords related to the listening material. As students listen to audio clips, they mark off the keywords on their cards.

15. Online Debates: Organize online debates where students research and prepare arguments on specific topics, then engage in debates using video conferencing platforms. This exercise enhances both listening and speaking skills as students must listen attentively to their peers' arguments and respond effectively.

16. Listening Comprehension Quizzes: Share audio recordings or podcasts related to the course content. After listening, students use their devices to take quizzes or participate in discussions to check their comprehension and reinforce listening skills.

17. Audio Blogs or Vlogs: Assign students to create audio blogs (podcasts) or video blogs (vlogs) where they discuss a particular topic or share their opinions. They can record these using their devices and present them to the class, promoting speaking fluency and listening comprehension.

18. Voice Notes Exchanges: Encourage students to exchange voice notes or messages with their classmates using messaging apps. They can discuss assigned topics, respond to questions, or engage in casual conversations to improve speaking and listening skills.

19. Interactive Storytelling: Use digital storytelling apps or platforms that allow students to collaboratively create and narrate a story. Each student contributes a part of the story, building on what their peers have shared. This exercise promotes listening to peers' contributions and speaking to continue the narrative.

Reading and Writing:

20. Digital Book Clubs: Students choose a book to read individually, and then use social media or a shared document to discuss their thoughts, questions, and favorite passages with their peers.

21. Collaborative Story Writing: Using shared documents or writing platforms, students can collectively write a story. Each student contributes a sentence or paragraph, building on the previous contributions.

22. Blogging: Encourage students to write weekly blog posts on a class blog platform, sharing their thoughts, experiences, and reflections related to the course material.

23. Literary Analysis Blogs: After reading a novel or short story, students can maintain individual blogs to analyze and discuss literary elements, character development, and themes.

24. Collaborative Wiki: Have students collectively build a wiki or knowledge base related to the course content. Each student contributes articles, definitions, and explanations.

25. Digital Book Reviews: After reading a book, students can create video book reviews, summarizing the plot, characters, and themes, and share them on video-sharing platforms.

Cultural Understanding:

26. Virtual Museum Tours: Have students explore online museum collections from English-speaking countries. They can choose a piece of art and share their interpretation in writing or through a group discussion.

27. Virtual City Tours: Assign students different English-speaking cities to explore virtually. They can create multimedia presentations or reports about the city's culture, landmarks, and history.

28. Cultural Exchange Videos: Encourage students to create short videos showcasing their own culture or hometown. They can share these videos with peers and provide explanations in English.

29. Virtual Cultural Exchange Fair: Each student researches and presents on a different aspect of their own culture. They can use multimedia elements and interactive features to engage their classmates.

30. Cultural Exchange Blogs: Pair students with peers from English-speaking countries. They can maintain blogs where they discuss their daily lives, traditions, and cultural experiences.

31. Food Blog Exchange: Assign students to research and write blog posts about traditional dishes from English-speaking countries. They can exchange their blog posts and discuss the cultural significance of the dishes.

32. Virtual Language Exchange: Connect your class with a class from an English-speaking country via video conferencing for virtual language exchange sessions. Students can discuss cultural topics and practice speaking.

33. Cultural Comparison Blogs: Students maintain blogs comparing aspects of their native culture with those of an English-speaking country. They can include images, videos, and personal reflections.

Pronunciation and Accent Reduction:

34. Pronunciation Apps: Recommend pronunciation apps or websites for students to practice and record pronunciation exercises. They can share their progress with the class.

35. Accent Challenge: Assign students' different regional accents from English-speaking countries to imitate. They can record themselves and compare their pronunciation to native speakers.

36. Phonetic Transcription: Introduce students to phonetic transcription apps or websites. They can transcribe and practice pronouncing words with challenging sounds.

37. Accent Coach Challenge: Students can use accent coach apps to imitate various English accents, recording

themselves and comparing their pronunciation to native speakers.

38. Phonetic Transcription Apps: Recommend phonetic transcription apps or websites to students where they can practice transcribing and pronouncing English words with challenging sounds.

39. Minimal Pair Pronunciation Practice: Use minimal pair apps or websites that help students distinguish between similar sounds in English (e.g., ship/sheep, thin/this) and practice correct pronunciation.

40. Accent Coach Videos: Share accent coach videos or tutorials available on platforms like YouTube. Students can watch these videos to learn about specific pronunciation challenges and practice alongside them.

41. Recording and Self-Assessment: Have students record themselves reading a passage or speaking on a specific topic. They can use voice recording apps and then listen to their recordings to self-assess their pronunciation and intonation.

42. Accent Imitation Challenges: Assign students' various English accents (e.g., British, American, Australian) and ask them to imitate native speakers. They can record themselves and compare their pronunciation to native speakers using BYOD devices.

43. Tongue Twisters: Provide students with English tongue twisters. They can use voice recording apps to practice these tongue twisters, focusing on clear pronunciation and articulation.

44. Online Pronunciation Guides: Recommend websites or apps that offer interactive pronunciation guides with audio examples. Students can use these resources to practice individual sounds and words.

45. Pronunciation Mobile Apps: Suggest pronunciation mobile apps that offer exercises and drills to improve specific aspects of pronunciation, such as vowel sounds or stress patterns.

46. **Speech Recognition Apps:** Encourage students to use speech recognition apps that provide instant feedback on their pronunciation accuracy. They can practice speaking sentences and receive feedback on their pronunciation.

47. **Accent Reduction Challenges:** Organize accent reduction challenges where students work on reducing their accent in specific words or phrases. They can record their progress over time using BYOD devices.

48. **Conversation Partner Apps:** Suggest language exchange or conversation partner apps where students can connect with native speakers for real-time conversation practice, focusing on pronunciation and accent reduction.

Current Events and News:

49. **News Analysis:** Ask students to find and analyze news articles related to current events. They can summarize the articles, share their insights, and discuss the implications in class.

50. **News Podcasts:** Have students listen to English news podcasts, summarize key points, and share their insights through audio or written reports.

51. **News Debates:** Organize online debates where students represent different news sources and discuss contrasting perspectives on a current issue.

52. **Debate Forum:** Organize a digital debate where students take on different perspectives on a current issue and present their arguments using BYOD devices.

53. **Daily News Briefings:** Assign students to select and summarize a news article from a reputable English-language news source each day. They can use news aggregator apps or websites to share their summaries and insights with the class.

54. **News Analysis Panels:** Organize virtual news analysis panels where students take on the roles of news anchors or experts. They discuss current events, share opinions, and present researched facts using video conferencing platforms.

55. News Article Debates: Provide students with two contrasting news articles on the same topic. In pairs or small groups, they analyze and debate the different perspectives presented in the articles.

56. News Podcast Creation: Have students work in teams to create their own news podcasts. They select news stories, write scripts, and record episodes discussing current events in English.

57. Weekly News Reports: Assign students a specific day of the week to provide a brief oral news report on current events. They can use BYOD devices to research and prepare their reports.

58. Fact-Checking Challenge: Share news stories with students and ask them to fact-check the information using fact-checking websites and apps. They can then report their findings and discuss the importance of verifying news sources.

59. Online News Quiz: Create online news quizzes or polls related to recent news stories. Students can participate individually or in teams to test their knowledge of current events.

60. News Article Annotations: Provide students with news articles and ask them to annotate the text using digital annotation tools. They can highlight key points, define unfamiliar vocabulary, and add personal comments or questions.

61. Virtual Press Conferences: Students can simulate press conferences by taking on the roles of journalists and experts. They prepare questions and answers related to current events and conduct press conferences using video conferencing tools.

62. News Website Creation: In groups, have students design and create their own news websites or blogs. They curate and write articles on current events, practice web design, and present their websites to the class.

Self-assessment, Reflection and Feedback:

63. Online Journals: Have students maintain online journals or reflection blogs where they regularly write about their language learning progress, challenges, and strategies.

64. Language Learning Apps Review: Assign students to explore and review language learning apps or websites, evaluating their effectiveness and sharing recommendations with classmates.

65. Digital Language Portfolios: Students can create digital language portfolios showcasing their language learning achievements, including writing samples, recorded speeches, and self-assessments.

66. Progress Tracking Apps: Encourage students to use language learning apps with progress tracking features, setting goals and reflecting on their language improvement.

67. Peer Feedback App: Use a peer feedback app or platform where students can provide constructive feedback on each other's written work or oral presentations.

68. Quiz and Polling Apps: Incorporate quiz and polling apps to engage students in real-time quizzes or surveys related to the lesson content, providing instant feedback.

69. Online Language Journals: Encourage students to maintain online language journals or blogs where they reflect on their language learning progress, challenges, and successes. They can use blogging platforms to regularly update and share their reflections with peers.

70. Video Self-assessment: Have students record short video clips where they introduce themselves, discuss their language learning goals, and reflect on their language development. They can use video recording apps or platforms and share these reflections with the class.

71. Peer Feedback Blogs: Create a peer feedback blog platform where students post their written assignments, speeches, or projects. They provide constructive feedback to their peers and engage in discussions about areas for improvement.

72. Online Learning Diaries: Students maintain online learning diaries using digital diary apps or websites. They can record daily or weekly entries about their language learning experiences, including challenges they faced and strategies they used to overcome them.

73. Language Improvement Surveys: Design online surveys that allow students to self-assess their language proficiency in different skills (listening, speaking, reading, writing). They can take the survey at the beginning and end of a course to track their progress.

74. Digital Language Portfolios: Students create digital language portfolios showcasing their language learning achievements. They can include writing samples, recorded speeches, and self-assessments of their language skills using e-portfolio platforms.

75. Peer Teaching and Reflection: Assign students to teach a mini-lesson on a specific language topic to their peers using BYOD devices. After the teaching session, they reflect on their teaching experience and receive feedback from their classmates.

76. Feedback Forms for Presentations: When students deliver presentations, provide digital feedback forms for their peers to fill out. This helps students receive specific feedback on their presentation skills, content, and delivery.

77. Goal Setting and Tracking Apps: Recommend goal-setting and tracking apps that allow students to set language learning goals, monitor progress, and adjust their learning strategies accordingly. They can share their goals and progress with peers.

78. Online Language Learning Communities: Encourage students to join online language learning communities or forums where they can receive feedback on their language use, participate in discussions, and ask questions related to their language learning journey.

Collaborative Projects:

79. **Multimedia Presentations:** Assign group projects where students create multimedia presentations using various BYOD tools (e.g., PowerPoint, Prezi, or Google Slides) to teach their classmates about a specific topic.

80. **Online Collaborative Comics:** Students can collaborate on creating digital comics that incorporate vocabulary and storytelling elements relevant to the lesson.

81. **Virtual Art Gallery:** Assign students to curate a virtual art gallery featuring artworks related to the course's cultural themes. They can write descriptions and analyses for each piece.

82. **Digital Storytelling:** Have students collaborate on creating digital stories or short films related to a lesson theme. They can script, film, and edit their projects using their devices.

83. **Environmental Awareness Campaign:** Students form teams to create digital campaigns aimed at raising awareness about environmental issues. They can design websites, social media posts, and multimedia presentations to share their campaigns with the class and beyond.

84. **Historical Documentaries:** Assign each group a different historical event or period related to English-speaking countries. Students research, script, and create short documentaries using video editing apps, presenting their findings to the class.

85. **Business Startup Plan:** Students work in teams to develop business startup plans, including product ideas, marketing strategies, and financial projections. They can use collaborative document tools to create and present their business proposals in English.

86. **Literature Adaptation Project:** Have students adapt a literary work (e.g., a short story or novel) into a different medium, such as a short film, podcast, or graphic novel. They can collaborate on scripting, production, and presentation in English.

87. Multilingual Website Project: Each group creates a multilingual website focused on a specific topic of interest. Students can use website building platforms to design and populate the site with content in English and other languages.

88. Cultural Exchange Magazine: Students collaborate on creating a digital cultural exchange magazine featuring articles, interviews, and multimedia content related to their own cultures and English-speaking cultures.

Role Play and Simulations:

89. Digital Role Play Games: Integrate online role-playing games or simulations that require communication and teamwork to achieve specific language-related goals.

90. Business Simulations: In a business English context, engage students in online business simulations where they negotiate deals, write emails, and make presentations.

91. Virtual Travel Agency: Students take on the roles of travel agents and customers. They use travel booking websites or apps to plan a trip, discussing details like destinations, accommodations, and activities in English.

92. Online Restaurant Simulation: Create a virtual restaurant experience where students take on the roles of customers and servers. They can use restaurant review apps to practice ordering, recommending dishes, and handling customer inquiries.

93. Job Interview Simulation: Assign students different job roles and conduct virtual job interviews using video conferencing platforms. They can prepare resumes and practice answering common interview questions in English.

94. Emergency Situation Simulation: Simulate emergency scenarios (e.g., a medical emergency, car accident, or fire) using online simulation tools. Students play roles like first responders or concerned citizens, communicating and coordinating responses in English.

95. Historical Debates: Assign students' historical personas and conduct online debates or reenactments of key

historical events. This activity helps improve research skills and English language fluency.

96. English in the Workplace: Create a virtual office environment where students take on different workplace roles, such as managers, colleagues, or clients. They can use email and messaging apps to simulate workplace communication scenarios.

97. Courtroom Drama: Organize a virtual mock trial where students play roles as lawyers, witnesses, and judges. They must present arguments and examine witnesses using video conferencing and document-sharing tools.

98. Environmental Simulation: Students participate in a simulation of environmental conservation efforts. They can use mapping and environmental apps to discuss strategies, make decisions, and report on progress in English.

99. Mystery Adventure: Design an online mystery adventure game where students work in teams to solve puzzles and uncover clues using chat apps and collaborative platforms. They must communicate and strategize in English to progress.

100. Space Exploration Simulation: Students take on the roles of astronauts or mission control personnel in a space exploration simulation. They use space agency websites and tools to communicate and make mission decisions in English.

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Chapter 7.

DIGITAL TOOLS FOR INCLUSION AND MEETING LEARNERS' SPECIAL EDUCATIONAL NEEDS

For the last ten years, it has been a real issue to turn education into an inclusive one in Ukraine. This process started with comparing Ukrainian regulations and realities with the world and European practices. To make education inclusive we should understand what main characteristics are peculiar to it. In the UNICEF programme, it is mentioned that “Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all” [27].

The inclusion process in Ukraine was declared as the one to follow best world practices. As a matter of fact it did not become as there have been numerous bureaucracy and financial issues on the way to creating inclusive society and education. Besides of that, we can also mention absence of developed tolerance and awareness of the needs of SEN learners among population. In 2019 Maryna Dziuba described the situation as exclusion rather than inclusion: “On May 23, 2017, the Law “On Amendments to the Law of Ukraine” On Education “on the Features of Access of Persons with Special Educational Needs to Educational Services” was adopted, according to which “Ukrainian children with special educational needs have the full right to receive education in all educational institutions,

including free state and communal. Also for these children the possibility of introducing distance and individual forms of education, receiving psychological-pedagogical and correctional-developmental assistance, creation of inclusive and special groups (classes) in general educational institutions and “adapting” secondary schools and classes, etc., are provided for these children.

That is, the issue under discussion is a law in force, but too passive. There are many points that need to be done to improve the standard of living of people with disabilities, but their implementation is chaotic. The initiative is shown by entrepreneurs and people rather than the authorities. More and more schools are being set up to cater specifically to the different needs of people with disabilities, but again, such facilities are paid on a fee-for-use basis, and often the amount is out of place for such families. And public schools are almost not ready to accept such students” [16].

The Covid-19 pandemic became one more hinder to the effective inclusive educational policy. The society totally found itself frightened and isolated. There were no special instructions as for teaching SEN learners, their needs were ignored and neglected. Teachers faced the new reality with different level of digital competence, trying to revive the study process without special attention to inclusiveness of their classes.

On the way to returning to offline teaching and learning a new much more terrible problem appeared – the full-scale invasion of russia at first broke classes all over Ukraine, restarted again in online mode in a month or two. Now by the end of the second year of the war there is blended or online mode at schools and other education institutions.

It’s would be great supports for schools to give them up-to-date equipment and software for better level of inclusion. Including positions of teachers’ assistants, psychologists, special educators in schools staff helped a little, though couldn’t have a great impact on better dealing with all the issues and challenges concerning various special educational needs and demands.

Implementing new concept was a real need of Ukrainian education while itself it couldn't solve all new problems Ukrainian schools faced. Organizing inclusive communication and interaction as well as creating technically equipped inclusive learning environment presupposes special professional training of teachers.

What kind of preparation could that be? There is a strong need for understanding what approaches, methods, technologies and tools could be effective for teaching learners with certain special educational needs. One more important thing is to know how to create the atmosphere of mutual understanding and support between a teacher and all learners in class.

In this chapter, we suggest some practical solutions for meeting special educational needs by selecting relevant activities and information and communication technologies for most typical educational situations.

To begin with, let's outline the main principles for the inclusive classroom:

- All children are unique and have their own strengths and potential.
- All children have the right to learn and to be taught.
- Appropriate and inclusive teaching strategies can help all learners in the class.
- Teachers can learn from their students about their needs and learning styles.
- Parents should be involved.
- We should be aware of special needs and can work with other professionals to help children with SEN.
- We should be flexible in classroom management to meet all students' special educational needs as much as it is possible.

It goes without saying that organizing inclusive environment requires from a teacher additional professional preparation. That can be tutored or self-managed, such as the course "[Creating an Inclusive School](#)" on [The Open University](#) site.

When a teacher is to create an inclusive learning environment, he or she should know the categories of special educational needs and to be able to answer such questions:

What is learning difficulty?

There are numerous definitions of a learning difficulty; in general, it is an umbrella term for academic problems of different origins. According to Wolfgang Lenhard and Alexandra Lenhard, it “comprises general learning deficits and low academic performance, for example, in the context of disabilities as well as specific forms like reading, spelling, and arithmetic disorders. As a consequence, many different denotations exist that try to differentiate between general and specific forms or point out the stability of the learning problem. The term learning disability usually highlights general and long-lasting learning difficulties, often linked to the field of special education. The term learning disorder characterizes learning problems in a specific field that contrast the general aptitude of the person” [27].

How can the teacher identify that a student has learning difficulties?

These difficulties may appear in mastering certain types of materials, actions, behavior, communication and interaction. They can be obvious while students are speaking, listening, writing, reading or calculating. Students can have difficulties with paying attention, following directions, remembering and organizing themselves. On the site of US Department of Health and Human Services it is also recommended to pay attention to such signs as acting without really thinking about possible outcomes (impulsiveness); “acting out” in school or social situations; difficulty staying focused; being easily distracted; difficulty saying a word correctly out loud or expressing thoughts; problems with school performance from week to week or day to day; speaking like a younger child; using short, simple phrases; or leaving out words in sentences; having a hard time listening; problems dealing with changes in schedule or situations; problems understanding words or concepts [40].

Anyway a teacher could not diagnose a learning disability, but should use these signs to select a relevant range of pedagogical techniques and tools to cater for learners' special needs and help them to overcome their difficulties.

What do you think are characteristic features of certain categories of SEN?

To answer this question we will outline briefly the categories of SEN:

Talented and Gifted children are those who have exceptional abilities, talents, or potential in one or several areas, such as academic, artistic, musical, or physical ones. These children tend to have advanced cognitive and intellectual abilities, learn at a faster pace, and possess a high level of curiosity and creativity. This category of learners is very important as recognizing and understanding talented and gifted children helps to meet their unique needs, develop their neurodiversity and use their potential as future leaders, scientists, artists etc.

Attention Deficit Hyperactivity Disorder (ADHD) - is one of the most common neurodevelopmental disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviors (may act without thinking about what the result will be), or be overly active [40].

Dyspraxia - difficulty in muscle control, which causes problems with movement and coordination, language and speech.

Dyslexia - is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called a reading disability, dyslexia is a result of individual differences in areas of the brain that process language [40]. Some learners with dyslexia see text moving or blurring on the page, have difficulty

tracking the words, often lose their place in a text, reading gives them headaches/makes feel dizzy.

Visual and Hearing Impairments include sight and hearing difficulties and sometimes a combination of both (known as multi-sensory impairments).

Autism Spectrum Disorder (ASD) is a neurological and developmental disorder that affects children's interaction, communication with others, the ways of their learning and behaving. It is mostly described as a "developmental disorder" because symptoms generally appear in the first 2 years of life. There are wide variation of disorder and the severity of its symptoms.

Speech and Language Disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding [12].

There are also some tips from Marie Delaney to make English language classroom an inclusive one and we can use information and communication technologies to get to know our students better and to cater for their special educational needs:

1. See the learner and not the label. Learners with SENs are people with personality. The learner might be *introvert, extrovert, (not) creative, (not) humorous, (not) musical etc.* Get to know the learner. For this we can use word clouds easily. There are such word cloud digital solutions accessible in the web:

Answergarden | word cloud generator

WordArt | Artistic word clouds with shapes

Wordclouds.com | Custom shaped word clouds

WordItOut | Word clouds with emojis

Jason Davies | Word clouds focused on word placement

TagCrowd | Create word clouds from URLs

Abcya | Fun word cloud art for kids

Tagxedo | Word clouds from blogs, tweets, or URLs

Mentimeter | Interactive word clouds

Word Clouds in Python | Word clouds with code

A teacher can use them when acquainting with the students as well as asking about their mood at the very beginning or the end of the class. During acquaintance students can self-characterize their most prominent features. Mood control is also important at least from time to time. The first use of a word cloud resource should be assisted with short and clear instructions said out and written on the blackboard and printed as small memos and handed in to the students with ADHD.

2. Use activities which develop empathy and understanding in your classroom at all times, e.g. guessing or remembering something about your partner, finding things you have in common or which are different.

This works very well when working with the topics “About myself”, “Emotions and feelings”, discussing various topics including the information about celebrities, researchers and other outstanding people with individual peculiarities. Speaking about emotions can be well visualized by means of using the Interactive Plutchik’s Wheel of Emotions, which helps to understand and manage emotions better. There are some amazing facts about emotions, too. A free, downloadable PDF version of Plutchik’s Wheel of Emotions is also available as well as free resources to learn more about emotions and emotional literacy, including the Six Seconds Model of Emotional Intelligence.

3. Create a learning contract where the inclusive ethos is clear (setting rules / values) such as:

- We help each other.
- We listen to each other.
- We understand everyone is unique

The inclusive ethos can become a collaborative product to creating of which you can engage students and teachers. There are numerous resources for finding the templates from online and offline inclusive learning platforms and schools. We can

share a good practice of CPD online college presenting a kind of inclusive ethos on its site:

“Through inclusive learning and assessment design and delivery, an inclusive environment for learning anticipates the varied needs of learners and aims to ensure that all learners have equal access to learning opportunities throughout their education.

Inclusive practice means:

- Being versatile and flexible.
- Ensuring consistency and accessibility for all.
- Working collaboratively.
- Encouraging personalisation.
- Varying learning opportunities.
- Embracing Equality, Diversity and Inclusion.

Inclusive practice involves an understanding of the following terms in order that practitioners are able to deliver inclusive teaching and learning:

- **Inclusion** - Essentially this means enabling all children with their diverse abilities, for example but not limited to:
 - Those who are from different countries or ethnic backgrounds.
 - Those with different religious beliefs or none.
 - Those with Special Educational Needs (SEN).
 - Those with disabilities.
 - Those who are disadvantaged.
 - Those with different learning styles.
 - Those who have different abilities.
- **Anti-discriminatory practice** - Is an approach that seeks to reduce, undermine or eliminate discrimination and oppression and remove the barriers that prevent people from accessing learning. Discrimination can be overt (in the open) or covert (hidden).
- **Multiculturalism** - Is a term which is used to describe accepted diversity within society in terms of religion, ethnicity, language, class, gender and sexual orientation.
- **Diversity** - The term diversity literally means “difference”. The recognition of diversity is the belief that there should be

an overt appreciation and respect for both individual and group differences which encourages not only respect for, but acceptance of, differences between individuals and peoples.

- **Disability** - The Equality Act (2010) refers to disability as impairments which can be either physical or mental that have a long-term impact upon an individual's ability to function in day-to-day life.
- **Disadvantaged** - This generally refers to the learner's family's socio-economic status and background and may also include vulnerable learners.

It is essential to recognise that inclusion and inclusive practice is not purely about catering for the needs of learners who may be different or disadvantaged. The inclusive ethos is something that should include all learners, without exception, enabling each individual learner in a specific environment to reach their full potential through participation, in not only the curriculum but also in any extracurricular activities" [26].

For learners it is better to visualize the inclusive ethos and to locate it somewhere in the classroom. For virtual classes a teacher can use virtual boards for visualization.

4. Give opportunities for learners to present and practice language in different ways and in different senses.

In inclusive classroom make sure that students with hearing and/or visual impairments have all necessary visual or sound supports, or specially prepared equipment. For those students having problems with speech some kinds of prompts can be effective. Using pantomime is also useful in some situations.

For students with autism teaching English can be organized with understanding that they struggle with human interaction, expressing themselves, and adhering to social norms. The workload and the pace of instruction should be aligned with their ability to percept and understand. These students may experience cognitive processing delays while listening to a foreign language, so they need special support and

additional instructions. Inviting them to act in communicative situations may also lead to unpredicted consequences.

Dyslexia symptoms are also a reason for a teacher to use special techniques. As Laszlo Nemeth says: “[Dyslexic people] have an ability to look at a situation and identify seemingly disparate pieces of information and blend those into a narrative, or a tapestry, that makes sense to us that most people can’t see” and shares the information that “many EdTech companies have been able to answer the call of experts in terms of providing opportunities for SEN students. For example, BOOKR Class aims to support learners with dyslexia by incorporating authentic narration and captivating illustrations in their books. The reading texts are broken down into smaller, more digestible paragraphs and presented with text-highlighting and increased spacing between words. The post-reading comprehension activities are also designed to strengthen the decoding and retention of information. Reading the tasks and certain answer options out loud facilitates the understanding of the instructions while the games provide instant constructive feedback for students, which contributes to a greater feeling of success” [30]. As we can see, modern digital solutions can become a real help for SEN learners in English language classroom.

5. Develop a peer mentoring or buddy system, where learners help each other and share skills.

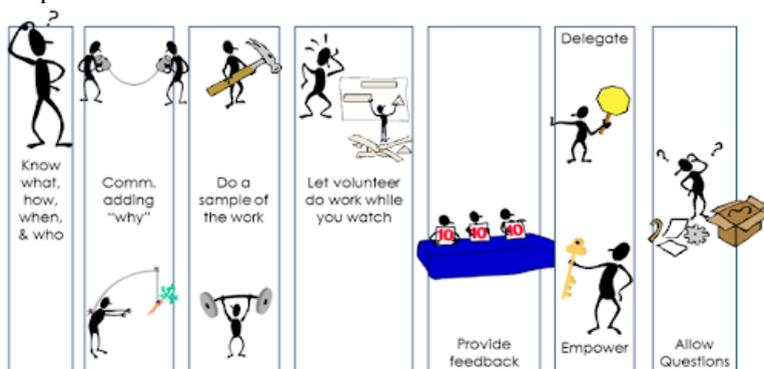
This type of learning helps to foster a sense of belonging and acceptance for students with special educational needs. Assisting students can help their class-mates in those types of activities which are more difficult for them by demonstrating how to do some actions, writing or reading for them, summarizing or visualizing. Such support, guidance, help, encouragement, and friendship can enhance the self-esteem and confidence of students with disabilities.

Harshita Jain suggests role modelling as one of the ways of involving buddies: “Buddies act as positive role models for students with disabilities. They demonstrate appropriate social behaviors, empathy, and understanding, which can influence

inclusive attitudes among all students. The buddy system promotes empathy, respect, and acceptance of individual differences” [21]. Peers can be more inventive than a teacher finding the ways to explain something to their class-mates and the responses from SEN learners can be more clear for their buddies.

When a peer is helping his class-mate with autism explaining some notions he or she will use simple language and syntactic constructions that is often very valuable in teaching as they do not understand implications, phraseological units, metaphors and other expressive means with figurative meaning.

6. Giving clear, concise, simple or step-by-step instructions. Check by giving an example and getting an example from the learners.



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A teacher can send instructions in advance or prepare them in a step-by-step way. A good type of solution can be creating Digital escape rooms. A digital escape room is an online game that simulates the experience of a physical escape room. Players solve puzzles and clues to progress through the game and “escape” the room. Digital escape rooms can be played virtually with friends or family, and are often themed around popular movies, books, or games. Some digital escape rooms are free and can be found online, while others may require a fee to

play. The simplest way to create a digital escape room is to use Google-forms.

To create a digital escape room with Google Forms, you can follow these steps:

Choose a theme for your game that your audience will enjoy. For example, you can create an online escape room experience that explores lost treasure and an evil henchman.

Customize your header and questions by selecting a font that matches your theme. You can also add a suitable image as part of a second section to give your viewers some visual stimulation and set the scene.

Add escape room questions to your Google form. Questions are the heart of your escape room experience, so you'll want to hit the mark visually and with the content you produce.

Define the winning criteria and insert a congratulatory image.

Add a timer to your form to create a sense of urgency.

For more detailed instructions, you can check out the following resources:

- 1) [How To Make An Escape Room On Google Forms.](#)
- 2) [Digital Escape Rooms With ThingLink & Google Forms](#)
- 3) [Creating Digital Escape Rooms in Google Forms or Microsoft Forms](#)
- 4) [How to Build a Digital Escape Room Using Google Forms](#)

In class with task-based learning there is the need for giving step-by-step instructions as there can be pre-teaching stage, several procedural stages and summarizing and reflection stages. To work effectively in this case a good way is to create a students' group in a messenger or social media. There you can share your instructions in both text and voice formats to meet all your learners' needs and to make sure all of them understand the instructions. This group will be also useful for taking feedback and communication.

7. Use positive classroom language. Say what you want learners to do, not what you don't want them to do, e.g. 'Look at the board' rather than 'Don't keep turning round'

This tip works greatly not only in inclusive classroom, but also for all the children as they tend to do quite opposite especially when phrases have negative connotation or forbid them doing something.

For some activities you can make your students use their smartphones, as app-based learning techniques make an effective way to do it. For this aim in the [Scanova Blog](#) they give such recommendations:

- You can ask them to create a video on what you've taught in the previous class. To do it, they can use tools such as Abode Spark Video and Videvo.
- Or you can even help them monitor their assignments via apps such as See Saw. It also helps them share tasks with their parents.
- And Kahoot is another commendable app that dispels the monotony of a classroom.
- Just prepare a set of questions and answers. These will be made into enjoyable games by the app.

It will bring in the zealous vibes of a playground in your classroom.

8. Use visuals to reinforce rules and routines, e.g. listening (ear), speaking (mouth), writing (pen), reading (book).

Here we should speak of not just visual but also sound support. It all depends on the types of special educational needs of the learners who are in class. It is important for a teacher to know about all of them not to make the class exclusive. So, for those students with visual impairment prepare a voice message which a learner can listen repeatedly and not to be distracted. For those with hearing impairment use well recognized visuals.

There is an IEP data collection app for special education teachers [Ablespace](#) which recommends in this case to "use visual cues, such as schedules, checklists, or visual reminders, to assist students in understanding and following the rules. Visual supports provide clarity and structure, reducing anxiety and

promoting independence. Consider using pictures, icons, or symbols easily recognizable and relatable to the students”.

Using handouts also requires special preparation such as sound handouts for visually impaired students. For students with dyslexia a teacher should prepare handouts with the text located on the colored background, otherwise they will not be able to read them.

Visuals can also be very helpful for the children with autism spectrum disorder and with speech disorders. Visual support can be organized in a funny and attractive way but well-recognizable and it will help to improve the mood of students and the rapport in the classroom.

9. Think about your learners needs and have a seating plan. For example, hearing impaired learners will need to sit near the teacher, learners with ADHD need to sit away from distractions such as windows and radiators.

Classroom layout should be split in functional sectors for learning, taking a rest and be spacious enough for learners with mobility devices to move around. Luis Maza gives such a recommendation: “Meaningful routines and structure offer consistency and predictability for all children. Knowing what to expect as they enter your classroom will help students to feel relaxed and create an environment that is well-suited for healthy interactions, improved social skills and behavior management.

When creating rules for your classroom, consider the ages, needs and abilities of all students. For example, don’t expect students with certain mobility challenges to raise their hands before speaking. Likewise, being asked to listen when others are speaking will not accommodate a student with a hearing impairment” [28].

If the school has sufficient financing and teachers can require special equipment for an inclusive classroom, Luis Maza recommends such special education classroom devices they may want to consider:

Tactile Manipulatives: Squishy, textured toys help students feel more focused and less stressed while strengthening their hands and fingers and enhancing tactile processing.

ADL Boards: Activities of Daily Living (ADL) boards are beneficial for students of all ages with functional needs, also referred to as special needs. These tools allow students to enhance fine motor skills that they need to dress, such as zipping, snapping and lacing, which can also help them learn to grasp writing tools or press buttons on communication devices.

ATL Bundles: These adapted toys with switches can increase students' visual and auditory attention and teach them about cause and effect.

Finger Isolation Button: This device is designed with a recessed button to help students learn how to master finger isolation and other fine motor skills needed for using touchscreen devices and computers.

Weighted Hand Writing Glove: A weighted glove is a must-have for any special education classroom because it offers proprioceptive input and compression that some students may need to perform various activities, like writing and drawing. This glove enhances maximum finger flexibility and wrist mobility and elevates strengthening exercises [28].

In virtual classroom it all depends on the videoconferencing tools which a teacher or school uses. It is a good solution for teaching in critical conditions as it gives an opportunity to organize interaction with students in real time, to ask questions and get the answers, to take the feedback at once. Videoconferencing is a tool which allows to organize individual students' works as well as work in pairs, groups and all class collaboratively.

The most widespread videoconferencing tools used in education are Zoom, Google Meet, Microsoft Teams, Cisco Webex. Each of them has their own range of functional opportunities and restrictions.

Zoom platform offers features such as screen sharing, virtual backgrounds, and breakout rooms that make it ideal for conducting interactive online classes. Teachers can add other apps like Prezi to make their virtual classes even more welcoming. For educational institutions Google Meet within Google's suite of tools has a wider range of functions. In general, it offers features such as screen sharing, real-time captions, and live streaming. There are numerous Google Workspace adds for the use in different subject classes and depending on the types of activities suggested. Microsoft Teams offers features such as screen sharing, virtual backgrounds, and real-time collaboration on documents. With its integration with the Microsoft Office suite of tools, Microsoft Teams is an attractive option for educational institutions that already use Microsoft's suite of tools. Cisco Webex also offers features such as screen sharing, virtual backgrounds, and real-time collaboration on documents, making it an excellent option for conducting online classes. And it also can make teaching more diverse when integrated with Cisco's suite of tools.

To make videoconferencing classroom more accessible and equitable Ridhima Attri give such recommendations: "Preparing the environment for a video conference is essential for a successful meeting. This means ensuring that the lighting is adequate, the background is appropriate, and the sound quality is good. It is also important to eliminate any potential distractions, such as noise or interruptions. Educators should ensure that their environment is professional and conducive to learning. Encourage students to do the same... Video conferencing for education can be challenging as it lacks the face-to-face interaction of traditional classroom settings. Therefore, educators must find ways to encourage interaction and engagement among participants. One way to do this is by using interactive tools such as polls, quizzes, and breakout rooms. This can help keep students engaged and motivated, while also promoting active learning... Video conferencing can be used in combination with other technologies for education, such as

learning management systems, digital content and resources, and virtual and augmented reality technologies. Learning management systems can be used to manage and organize online courses and materials, while video conferencing can be used to deliver real-time instruction and support. Digital content and resources, such as textbooks, videos, and simulations, can be used to supplement video conferencing and provide additional learning opportunities. Virtual and augmented reality technologies can be used to create immersive and interactive learning experiences, enhancing the effectiveness of video conferencing for education. Additionally, video conferencing can be used in combination with social media and collaboration tools, such as wikis and blogs, to support communication and collaboration among students and teachers.” [2]. As it follows from the final part of Ridhima Attri’s recommendations for learners with special educational needs there are good opportunities in virtual classes if their teachers will combine the digital tools. The assistance of learners’ parents is also very important in this case.

10. Don’t be afraid to ask other people, the parents/careers, other professionals and above all, the learner. They will know what works [13].

For the teachers working with learners with special educational needs we can recommend to participate in networking and join communities of practice such as:

Special Education Community

Special Education Teachers

National Association of Special Education Teachers

The Council for Exceptional Children

SEND Communities of Practice for managers and practitioners

Cooperation with other colleagues gives an opportunity for a teacher to stay updated and to find something new to keep their students engaged. While preparing this monograph we

asked our colleagues to share their experience about using digital solutions for making their EFL classes inclusive and we have got a brief list of such tools from Laszlo Katona, a certified teacher of English language and literature and chemistry, a PhD in English applied linguistics, a senior lecturer for the School of English and American Studies at Eötvös Loránd University, Budapest. Find below this list of his favorite apps:

Apps for work:

1. File app (iPhone MacBook and iPad - it's like the doc folder on a computer but whichever device you use it saves it there and is available everywhere)

2. DeepL

3. Google Lens

4. Google Classroom

5. Outlook

6. Research Gate

Social media:

1. Instagram

2. Be Real

3. Facebook

Audiovisual apps:

1. Apple Music

2. YouTube and all the streaming platforms (Netflix Disney Plus, Prime, Sky Show Time)

3. iMovie

4. TikTok

5. CamScanner (This is amazing!!! It makes my life so much easier I can scan long lists of words then with the text recognition I can copy and paste the list to word where I add the meaning and create a Quizlet list in no time!)

6. Canva

7. PicCollage

Apps for learning:

1. Quizlet

2. Kahoot!

3. Quizizz

4. Linguae

All mentioned above apps can be used for learners with special education needs, but require additional preparation, more detailed instructions and some adaptation.

Besides of sharing experience with our colleagues and within communities there are numerous resources and sites which help teachers of English as a foreign language to find effective ways of making their teaching accessible and equitable to all their students. Contributors of those sites share tips, scientific articles, practical pieces of advice, ready-made templates and teaching materials as well as videos, workshops, trainings and courses. For example, on the site of Childhood Education International (<https://ceinternational1892.org/>) you will find all kinds of information and support which help them realize their mission: "To develop and amplify innovative solutions to education challenges that affirm children's learning and development as the pathway to sustainable futures for all" and to make your teaching quality holistic. On the site of British Council you can find both articles by experiences teachers and methodologists and online courses for teaching SEN learners

(<https://www.teachingenglish.org.uk/professional-development/teachers/inclusive-practices>). On the site of NSW Education Standards Authority there are special sections devoted to teaching English and other languages to the children of different age groups (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>). Mobility International USA (<https://www.miusa.org/resource/tip-sheets/esl-2/>) shares useful information in the sphere of teaching English as a second language to students with learning disabilities, including its peculiarities depending on the country where this process is occurring. The European Agency for Special Needs and Inclusive Education website (<https://www.european-agency.org/>) suggests besides of general information, news, country info, also

activities and resources which give a great support to creating inclusive educational space.

Inclusive teaching strategies vary depending on the type special education needs of students being in class. Besides of specially prepared instructions and materials a teacher should have a special portfolio of activities and techniques which will work good for each child. To make an inclusive approach effective differentiated and individual approaches are to be combined. Below there is a list of activities which can be useful for teaching English to students with special education needs.

Creative approach to organizing inclusive classroom is very important for all the teachers and requires their professional development. Laura Baecher advises what to focus on and what resources to use: "Creativity PD in this area focuses on how to spark creativity in learners by making classroom activities more language-rich through setting up tasks that are high engagement, open ended, novel, and use approaches from theater education and the arts. To learn more, read: *Creative ELT Activities for Children and Children-at-Heart*, by Laura Loder Buechel; *Exploring Creativity in TESOL Professional Learning*, by Laura Baecher" [7].

Activities for Talented and Gifted

- Write a short story, poem or an essay

For these children that will not work if you just give them the topic and ask to write a short story. There should be a legend or targeted task which will turn your students into detectives, journalists, adventurers or someone else. It is engaging if they have to rescue someone by telling their story to some evil character. That can be great if it is a digital story-telling with an opportunity to add visual images, hyperlinks, animation and other technical elements which will make it unique.

- Logic games

When the class is busy with standard and simple tasks, talented and gifted children can become bored and disappointed. A teacher should either give them individual challenging tasks or give them more complicated and responsible roles such as being

buddies for their classmates or team leaders organizing the work in groups. It all depends on individual features of the children, types of the tasks and rapport in class.

Logic games can be individual or organized in teams. There are some blogs and sites which suggest ready online games, e.g. [100 Games for Gifted Kids](#), but those resources are mostly not free. The site [Education.com](#) contains a rubric with games for reading and writing and is free for the use. A teacher can also create logic game like Digital escape rooms by means of using Google-forms (we described it above).

- Social situations modelling

We have mentioned above that when teaching talented and gifted children we shouldn't use very simple formulation of instructions to the tasks. It is better to turn them into legends or social situations to give the task fulfilment more value. Nicole Eredics recommends "to provide students with opportunities to learn and practice their social skills. An effective method of practice is through role-playing. Teachers can provide structured scenarios in which the students can act out and offer immediate feedback" [17]. For more information on how to set-up and support effective role-playing in your classroom she suggests having a look at [this resource](#) from Learn Alberta.

Another great advice from her is about assigning classroom jobs to students. She says it "provides opportunities to demonstrate responsibility, teamwork and leadership. Jobs such as handing out papers, taking attendance, and being a line-leader can highlight a student's strengths and in turn, build confidence. It also helps alleviate your workload! Teachers often rotate class jobs on a weekly or monthly basis, ensuring that every student has an opportunity to participate" [17]. Moreover, she shares [the list of classroom jobs](#) for some ideas!

- Create a maker-space

This type of tasks is a good way to combine teaching a foreign language and develop students' creativity, engage all of them into an interesting process of hands-on activity. It works in

different ways for offline and online classes, but both are assisted with short, clear, step-by-step instructions from a teacher. So, here the success is in finding a task achievable for all the students (or preparing its several modifications) and preparing a set of instructions.

There are numerous resources to support and inspire teachers in their creation of maker-spaces, e.g. the article "[How to Use Makerspace in the ELA Classroom](#)" on the site Mud and Ink Teaching.

- Brainstorming

We will not get into details about this type of activity as it is a well-known and wide-spread one. It works in both offline and online classes, is good for team-work, boosting creative and out-of-the-box thinking.

- Try Flocabulary

Modern teachers can make their work much easier by involving digital tools to get their students engaged. One of such tools is [Flocabulary](#), it helps to build higher-order thinking as using it makes teaching research-based, standards-aligned, and sequenced. It strengthens students' vocabulary, and comprehension at every level. It is not a free resource, there is just free trial, but it can inspire you to create your own creative games with vocabulary.

There are some other ways to work with vocabulary such as "[A Way With Words](#)" which is a radio show and podcast that features light-hearted conversation about language change, debates, and differences, as well as new words, old sayings, slang, family expressions, word origins and histories, etymology, linguistics, regional dialects, word games and puzzles, grammar, books, literature, writers and writing, and more.

Activities for ADHD (Attention Deficit Hyperactivity Disorder) Learners

In this paragraph we just recommend what type activities and supplementary material will help you to find the way to the children's with attention deficit hyperactivity disorder effective learning.

- Music
- Use flashcards
- Drama
- Storytelling
- Boardgames

This mentioned above set of tools and techniques will help a teacher to get the children engaged and to actively participate in the team activity, feeling the responsibility and support of the others.

All of them can be used in both offline and online teaching with some modifications. For storytelling you can use these activities (taken from Summer Camp Kyrylivka 2013, led by the Corps of Peace):

To be or not to be...

In order to be a good storyteller, a person must also be a good actor – they must make the characters and situations they are telling about interesting and convincing to the audience. Tell the students that they are going to practice being good storytellers.

Give each student a paper with an emotion on it or send them to each student in the chat privately – tell them not to show or say anyone else.

On the board or a slide, write the sentence “To be or not to be, that is the question.” Next, each participant should read the sentence with the emotion that they have. The rest of the class must guess what the emotion is supposed to be. Speaking to students with emotion is a good way to catch their attention. Also, encouraging students to read texts with emotions, or even playing this game, is a fun way to get them interested.

Making good stories

On the board or a slide, make a 4 by 4 grid. Ask the students to give you random words and fill in all of the boxes. Next, explain that they must make a single story out of all the words provided, using each word only once. Go around the room and have each person say a sentence, marking off the

words that are used until they are all gone. Then discuss the story they made – how did it begin? What was the plot? What was the conclusion? Was it interesting?

Acting it Out

Split students into small groups (3 or 4 at most). Have in a bag small and random props (ex. comb, pencil, book, rock, grass) or sets of pictures of those things for online classes – each group must choose a prop until they are all gone. Explain that they have 10 minutes to create a short skit that uses all of the props, but in interesting ways. Present and discuss the performances.

- Creative class projects

Using project activity in class requires a special preparation from a teacher though proved to be an inevitable part of students' holistic learning. You can think of your own project activities or use ideas suggested by other practitioners like Will, a teacher, blogger, and story enthusiast from England living and teaching in Spain. He says that "learning new vocabulary through organic acquisition and gaining fluency in relevant conversation could be the purpose. Or, a focus on specific words and grammar. It could be to practice language used for communication in a team, or to learn about the customs and cultures of other countries". More ideas of Will you can find in his [blog](#), especially in the post "9 Fantastic Project Ideas for EFL/ESL: Tips for success".

- Game show-style reviews and exams

This type of assessing students' achievements will help you make the processes more relaxed, to lower the level of students' anxiety and to demonstrate better results.

Activities for Learners with Dyspraxia

- A short checklist for the student to complete may assist with motivation and focus. It can be sent in advance and checked by students with the assistance of their parents.
- Provide graphic organisers for taking notes. There are numerous free resources with templates and downloadable organizers, such as [Freeology](#) or [Creately](#) which suggests

various templates depending on the subjects and aspects they are used for.

- Provide copies of notes or scaffolds which require minimal completion.
- Make directions clear, explicit and uncomplicated.

Using artificial intelligence can become a good solution for inclusive online classroom. Paulo Bala, Stuart James, Alessio Del Bue and Valentina Nisi recommend to use digital scissors to teach writing in EFL classroom: “Acknowledging the broad scope of CST and possibilities of AI integration, we ...Firstly, consider storytelling to be a skill developed over time, in which all users are proficient (but at different levels). Secondly, we consider writing as a foundational base for storytelling. Interfaces for text editing became a fruitful research topic as computers became mainstream and remain relevant in the present, as they impact millions of lives daily. Finally, we constrain the context of the problem space (as done by other similar work), to reflect on personal writing of memories and experiences of Cultural Heritage, enriched through searched or recommended content. Such restrictions create a setting where we can identify useful AI and retrieval features needed to support the task of storytelling and the creative process [8].

In spite of the need for certain preparatory work for teachers to handle with AI, it is really worth doing that as a long-perspective methodologically supportive and universal tool.

Activities for Learners with Visual and Hearing Impairments

- Present information in a visual/audio format.
- Use more than one way to demonstrate or explain information.
- Repeat/write the comments and questions of other students.
- Read what you write on the board out loud.
- Allow these children to choose their seat but allow to change it if they do not feel comfortable for learning staying there.

If it is possible a teacher should get to know how to work with these children better and to develop professionally in this

direction. There is a very effective course on teaching English to the learners with special education needs and 'Teaching English: Inclusive classrooms' suggested by British Council. In this course a teacher will find the description of a problem and will be taught to create friendly learning environment for all students. As for teaching learners with visual and hearing impairments they recommend such sensitive teaching strategies:

Give the learner the script in advance and let him/her make the recording for the exercise.

Allow written or visual responses if learner has difficulty with pronunciation.

Make up for anything missed in class discussions by giving written notes afterwards.

Ask a classmate to describe in detail what is in the pictures or the action on the screen.

Make sure the space is uncluttered and that the learner with visual impairment has a role which doesn't involve much movement.

Allow extra time if they use Braille. Adapt reading materials to soft copy so that the learner with visual Impairment can download it and use a screen reader if they have a laptop. If not, ask another learner to read it to them. Speech-to-text technology can overcome difficulties with writing.

Carefully plan all activities which involve lots of movement around the class so that the learner with physical impairment is involved from a safe position. Raise awareness of her needs before this kind of activity.

Ask at the beginning of the lesson what she feels comfortable with on that day. Learners with physical impairments often feel different from day to day.

Activities for Learners with ASD (Autism Spectrum Disorder)

- "How Would It Feel to Be ____?"

This activity will help a teacher to make the sense of literary works more comprehensible to the children with autism spectrum disorder. The procedure of this activity is described on

Waterford.org site: “Next time you read a book to your class, try asking your students how it would feel to be the main character in the story. If you’re reading a picture book about Cinderella, for example, you could ask how they would feel if they had two evil stepsisters who were mean to them. Or if you’re reading Peter Pan as a class, you could ask them what happy memories they would think about to fly with magic pixie dust.

This can help students with autism learn empathy as well as how to see situations in their lives from another perspective. It can also teach them how to recognize emotional cues by encouraging them to put themselves in the perspective of another person”.

Besides of this activity you can use other 29 described in the same article. Most of them you can use in both offline and online classes.

- Use Multisensory Learning, e.g. “Just Like Me” activity. Renowned scientist and autism advocate Dr. Temple Grandin once said, “I used to think adults spoke a different language. I think in pictures. Words are like a second language to me” [18]. For this reason, lessons that engage several senses like sight, hearing, and touch can make students with autism more responsive in class.

- Use visual support for instructions and schedules
- Use modelling
- Autistic students appreciate rules and structures and may enjoy learning the grammar

Activities for Learners with Speech and Language Disorders

- Speak clearly and deliberately.
- Allow more time for the student to complete activities.
- Modify classroom activities so they may be less difficult, but have the same learning objectives.
- Use augmentative communication systems.

There used to be a very functional online augmentative communication system AltSpace VR. Unfortunately it stopped

its existence. Nevertheless, there appear the new ones like VRChat: Create, Share. Play. Working with these resources requires special preparation, teachers' training, but it gives wonderful opportunities for making online classes engaging and interesting.

Laura Baecher recommends to use artificial intelligence in EFL classroom and invites teachers to raise their professional awareness in this direction: "ChatGPT/AI PD in this area focuses on how to understand the ways in which artificial intelligence platforms such as ChatGPT are changing the nature of writing assignments and the assessment of writing in English learning contexts, with an emphasis on capitalizing on and incorporating these tools into teaching and student work rather than resisting them. To learn more, read: 4 AI Chrome Plugins to Boost English Language Learning, by Brent Warner; ChatGPT in ELT: Writing Affordances and Activities, by Alessandra Elisabeth dos Santos, Larisa Olesova, Cristiane Vicentini, and Luciana C. de Oliveira" [7].

For this type of learners you can also use such sites as EdPuzzle which will help you to empower your students to take an active role in their learning with interactive video lessons that spark creativity and curiosity. A teacher has to select a video, upload it to his or her profile and add the tasks (alternative or multiple choice questions, open-ended questions) and to prepare feedback reactions for correct and incorrect answers.

In English classes it is a good idea to organize discussions and debates, but you have to help your students with speech and language disorders to get engaged, too. So, you can use the potential of Kialo.edu where they can join to the activity in a way they can express their opinion and thoughts.

Assessment of learners with special education needs

Assessing SEN learners is one more important part of the teaching and learning. ICT can be used for both online and online assessment in inclusive classroom and can be useful for assessment for learning as well as assessment of learning. Primarily, that is the assessment for learning which is "a

‘qualitative’ type of assessment procedures. This type of assessment - also referred to as ‘formative’ or ‘on-going’ assessment - is usually carried out in classrooms by class teachers and professionals that work with the class teacher. It usually refers to assessment procedures that inform teachers about pupils’ learning and guides them in planning the next steps in teaching” [3]. To implement effective assessment in offline, online or blended inclusive class and to use the relevant digital technologies will positively influence the study process, learners’ motivation and will give all participants of the study process objective feedback.

So that the teacher could use relevant ICT for assessment it is necessary to understand the differences between assessment for learning and assessment of learning. The European Agency feasibly described those differences in their project “Assessment in Inclusive Settings” documents. So, we share the table presented within this project:

Parameters	Assessment for learning	Assessment of learning
Aim	Supporting learning	Accountability (linked to standards)
Purposes	Informs teaching and learning Promotes further steps in learning Focuses on improving Develops students’ skills of reflection	Collection of information what has been achieved (a record of marks) Compares with pre-established targets Focuses on achievement
Actors	Teachers Students Parents Peers Other school professionals	Teachers External professionals
Time	On-going	At fixed and pre-determined times
Tools	Discussions, observations, self-assessment, peer-assessment, teacher debate, comment only, dialogue, questioning, feedback, no-grading, portfolio, individual education plan	Tests, drilling, grading, marking, questioning, observation

What do we mean while speaking of relevant tools and methods of assessment? It is necessary to take into consideration that assessment for learning aims at improving learning while assessment of learning aims at formal accountability concerning quantitative data. The former helps to plan improvement and further development, so it's strategically is extremely important. And the wider is the range of tools of assessment the more prospects for improving our students' learning education agents will see. Special focus on teachers' ability to assess in inclusive classrooms is required during their professional development programs. Concerning this Laura Baecher comments: "Formative Assessment PD in this area focuses on how to move away from a testing culture to one in which ongoing, low-stakes assessment informs teachers' understanding of learners' progress and the impact of their curriculum in order to make in-the-moment adjustments, with consideration of "ungrading" and other approaches that emphasize self-assessment over testing" [7].

Dealing with such cases as described in a British Council course "Teaching English to the learners with special education needs: "I have to do some testing and assessment with my class but I don't know what to do with the learners with special educational needs. I don't think they will be able to do the end of term test and I don't want them to feel demoralised and give up. I want to help them to show what they know but I am worried because my headteacher says I have to give everyone grades to show their progress. I also know that the parents will expect grades in the school reports." helps to understand what each learner can feel when their special needs are ignored.

So, teachers should understand what kind of assessment (assessment for learning or assessment of learning) they use, what the aim is, what advantages and disadvantages of this method of assessment are, how this or that method can help their learners with SENs, how they can be introduced effectively.

KWL (Know, Want to know, Learnt) grids are rather useful for teachers, learners and their parents to see not just

results, but to understand what are the learners plans and strivings. On the stage of assessment, it is important not to restrict the tasks by using tests only. More creative approach can prove to be catering for both special education needs and social and emotional learning: suggest making up a play which shows understanding, making a poster, show answers on small whiteboards, use visual reminders of the instructions.

Feedback is also an important part of rapport in the inclusive classroom. In any case, whether you put a positive or a lower mark to your student, write or say at least several phrases emphasizing their achievements and recommending how to improve their results. Be supportive and encouraging!

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Chapter 8.

ASSESSMENT AND EVALUATION IN TECH-BASED TEACHING

Assessment is today's means of modifying
tomorrow's instruction.
(Carol Ann Tomlinson)

Assessment appears to be one of the central components of EFL teaching and learning. On the one hand, it shapes teaching content in general and learning activities in particular, while, on the other, its outcomes report on their effectiveness and indirectly evaluate teachers' and learners' performance. Consequently, assessment is present at all the stages of EFL teaching/learning in different forms and manifestations. Its type strongly correlates with the particular training stage and incorporates relevant functions and objectives. In this key, Everhard (2015) singles out **formative** (assessment *for* learning) and **summative** (assessment *of* learning) **assessment types**. Brown (1999, p. 6) treats formative and summative assessment like logical unity of a cyclic nature.

According to the assessment agent, **hetero assessment** (assessment by the teacher / trainer), **peer assessment** (together with its specific variation in the form of **group assessment**) and **self-assessment** are distinguished. All these assessment types and forms require the development and use of a wide range of relevant assessment tools and instruments. They should be diverse and flexible, practical from the viewpoint of their employment in the EFL classroom and the further processing of the obtained results. They should also model real-life communicative situations, eliciting relevant students' responses, eliminate their stress and anxiety caused by the assessment pressure, motivate and engage them into further training and

personal growth. Basically, all the assessment tools are subdivided into two main categories:

- 1) **conventional or traditional assessment tools**, including essays, presentations, and well-known tests of different formats;
- 2) **alternative assessment tools**, directed to the performance by the students of some practical, often product-oriented assignments typically solved in real-life situations with the help of foreign language interaction and communication (Wiggins, 1998; Sambell, McDowell, & Brown, 1997).

The process of any assessment material development should follow the most comprehensive model named PADDIE+M, based on the traditional ADDIE model of training material development (see Figure 1).



Figure 1. Basic ADDIE Model of training materials development

Modified PADDIE+M model starts with planning and analysis phases, resulting in design, development, and implementation of the assessment tasks, evaluation of the received results and assessment materials efficiency. It is completed with the maintenance phase. Maintenance phase is based on the evaluation results and requires some changes in the

training process and improvement of the assessment materials themselves.

This model employment ensures the development of the efficient assessment materials to report objectively on students' learning outcomes and promote their progress and growth. Specific test task development should be based on its specification which describes its peculiarities and determines chosen types of assessment tasks and language materials selected.

Current studies concerning the enhancement of online teaching and learning boosted by COVID-19 showed that online training and assessment success was determined by the quality of formative assessment and received feedback, and appeared to be quite challenging in general (Ghanbari & Nowroozi, 2021). There is an assumption that online assessment is not about the simple transfer of ordinary assessment tools and techniques into a virtual environment but more about the changes in assessment philosophy and principles.

Anyway, digital technologies can be of great help to the EFL teachers in the process of designing and developing assessment tasks and tools of both categories mentioned above, as well as in administering assessment procedures, processing, analyzing and utilizing their outcomes. An appropriate digital tool can become a real game-changer and time-saver for contemporary EFL teachers, improving their current training and assessment practices. Their crucial role in both online or blended training environments caused the occurrence of a new term "digital assessment" or "e-assessment". Appiah and van Tonder (2018, p. 1454), define it as the type of assessment that "involves the use of any technological device to create, deliver, store and/or report students' assessment marks and feedback".

The given chapter attempts to present an overview of the digital tools to be used for:

- 1) the facilitation of the **assessment task design and content development**;

- 2) the optimization of the **assessment task delivery and administration** in a digital mode;
- 3) the automatization of the **checking, correction and feedback generation on the assessment task performance** by the students

8.1. Digital Tools for the Assessment Task Design and Development

There is an assumption that the boom of artificial intelligence (AI) will significantly change the content and flow of contemporary educational assessment procedures. According to some sources about 47% of Learning Management Systems (LMS) will be driven by AI capacities in the near future. The key advantages of AI involvement into the development and implementation of assessment in EFL training include:

- assessment differentiation, individualization and personalization achieved with the help of the models and strategies of dynamic assessment;
- automation of assessment processes;
- wide range of available assessment tools;
- instant feedback delivery;
- assessment gamification.

Primarily, these aspects contribute significantly to the optimization and diversification of formative assessment.

The AI tools to be used for the generation of different conventional assessment tasks are presented below. To our mind, they can be subdivided into two categories: 1) AI tools for the production of the assessment or test task content to be further presented with the help of another tool. The example of such an AI tool can be Chat GPT, widely used and spread nowadays; 2) AI tools for the production of the ready to use assessment task or test, which are of greater interest to EFL teachers.

The main advantages of such AI quiz generating tools are:

- **time saving** that opens more opportunities for teachers to select training materials, to design training courses more thoroughly, to check up more attentively and deliver more detailed feedback on students' productive task performance;
- **teacher's effort saving** lies in the possibility to review, adapt and modify some generated materials rather than develop everything from the scratch;
- **assessment task appropriateness** that eliminates the need for searching and selecting readymade test tasks relevant to the given training situation, it can be easily commissioned to an AI quiz generator.

Conventional test tasks are differentiated according to their type. In order to distinguish them properly we apply two criteria or dimensions at a time: 1) type of the expected response and its presentation; 2) type of the action to performed by the testee to deliver the expected response.

In terms of the expected response test tasks are subdivided into: 1) Test tasks with selective response based on the perception, identification and recognition mechanisms. This category includes: a) test tasks with alternative choice (containing two possible options); b) multiple choice test tasks (containing more than two possible answers to be considered by the testee). It should be noted here that modern digital tools tend to use MCQs extensively developing their several variations: MCQs with the single correct answer and MCQs with several correct answers to be identified; c) test tasks with cross-sectional choice (containing several sets of data to be matched); 2) Open ended test tasks whose performance is based on recollection, reproduction and production mechanisms. The expected response in this case varies in its volume (an isolated word, phrase, sentence, set of sentences, cohesive text). Expected response generation can be either scaffolded or not.

According to the second criterion we distinguish the following test task types: 1) answering the questions (relevant to all EFL speech activities in real life situations); 2) matching,

grouping and categorising; 3) detecting the nature of the statement as True/False 4) rearrangement or sequencing; 5) spotting and correcting mistakes; 6) transformation or paraphrasing; 7) gap filling; 8) producing either oral or written piece (Korol, 2010). This information is summarized in Table 1.

Table 1. **Test Task Types**

Test task type	
according to the expected response	according to the basic action to be performed to receive the response
1) Alternative choice test tasks	<ul style="list-style-type: none"> • answering the questions ; • true/false; • gap filling.
2) Multiple Choice Questions	<ul style="list-style-type: none"> • answering the questions ; • searching for mistakes; • gap filling.
3) Cross-sectional Choice test tasks	<ul style="list-style-type: none"> • answering the questions ; • matching; • grouping and categorizing; • rearranging and ordering; • gap filling.
4) Open ended test tasks	<ul style="list-style-type: none"> • answering the questions ; • searching and correcting mistakes; • transforming and paraphrasing; • gap filling; • producing oral or written cohesive passages

Let us consider the potential AI powered digital tools to assist EFL in the development of the content of the test tasks of these different types. First of all, it should be noted that any AI powered digital tool outcome in the form of generated assessment tasks should be treated quite cautiously. To receive the desired material we are to: 1) develop a precise and clear prompt listing all the terms and conditions; 2) select appropriate

linguistic materials (vocabulary, grammar, text, audio or video) to be processed and used; 3) review the content of the received assessment tasks and modify it where necessary; 4) trial the generated test task; 5) monitor its scoring by the digital tool in case it is provided.

AI Quiz Generator in PowerPoint ClassPoint AI

[AI Quiz Generator in PowerPoint | ClassPoint](#)

This AI tool allows EFL teachers to convert their PowerPoint presentations into interactive assessment tools mainly used for the purposes of formative assessment.



Built-in AI option is used for the quiz generation based on the instant content analysis of the current PowerPoint slide. The teacher can choose from 3 available test task types: MCQ, and 2 open-ended ones (Fill in the Blanks and Short Answers). The application enables the users to generate the quiz questions of different difficulty level according to Bloom's Taxonomy (Fig.2) which strongly correlates with the assessment of different language aspects acquisition (e.g. receptive vocabulary and grammar skills - remember and understand).



Figure 2. Bloom's Taxonomy

The generated question of the chosen type and difficulty level is placed on the slide and can be used for the interaction with the learners. The answers are collected and can be presented on the slide on the fly as well.

The app also features plenty of gamification options which help arrange real competitions and reward systems for the most active contributors.

The main drawback of this app is its free plan with limited set of options.

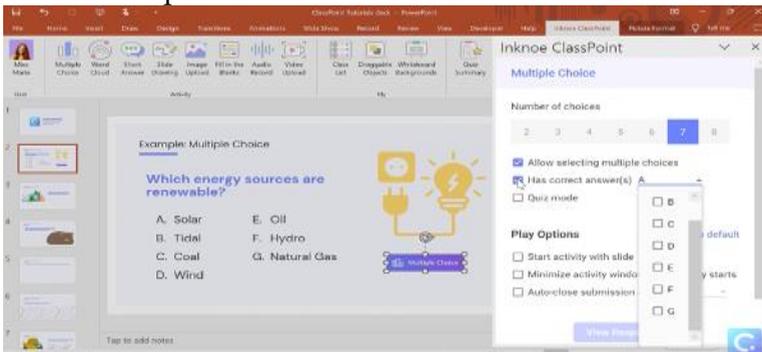


Figure 3. ClassPoint AI Screen

Online Form Builder Forms.app

[Forms.app](#)

Initially this tool is used for the development and administration of different online surveys and quizzes being similar to Google Forms which can also be used as the environment for different type of assessment presentation in the EFL classroom.



However, the introduction of AI module appeared to be game-changing for this online app. The teacher's task is to formulate precisely what kind of test they are interested in and the app will generate it. It should be kept in mind that AI software is familiar with the CEFR language proficiency level, so they can be indicated in the request. It can be also limited with the type of the test task, number of items to be developed,

vocabulary and grammar material to be employed. Obviously, the generated test tasks should be thoroughly revised by the teacher before sharing and administration.

Additional option provided by this app are:

- Wide choice of form designs;
- Multilingual task generation, including Ukrainian;
- Test performance notification option;
- Compilation of Welcome and Thank you pages that allows teachers to instruct learners as for the test aims and objectives, its structure and assessment policy;
- Test performance reporting;
- Varied sharing and placement options.
- Creating a personal library of the developed forms / tests in our case.

In the screenshot below you can see the results of the test generation on Indirect Speech by this app without any additional terms and conditions requested by the user.

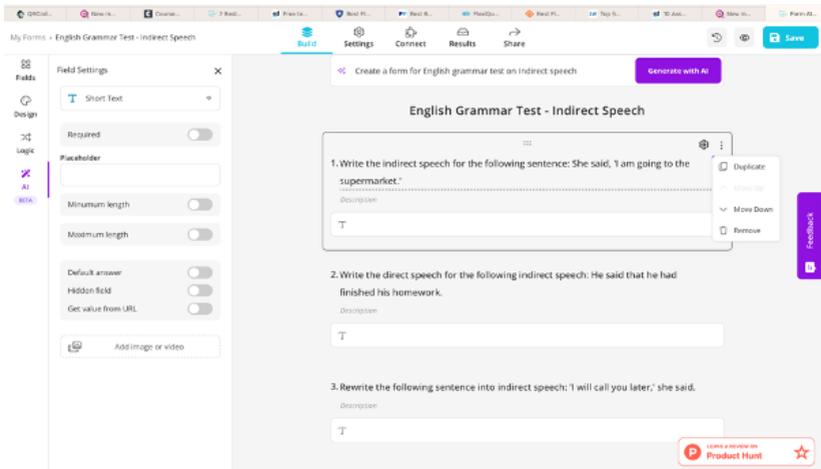


Figure 4. Forms.app Screen

Learning Platform Quizizz.AI

[Quizizz AI | Your personalized teaching assistant](#)



This learning platform can be used in two different ways: 1) to present and administer different types of tests developed by the teacher, converting different types of files into test tasks to be presented to learners; 2) to develop new assessment tasks from the scratch or select ready-made from the library with the help of built-in AI module. The distinguishing feature of its AI module is the user-friendly interface with the wide list of options and conditions to choose from. First of all, the teacher can select the course they work on, then pick up the topic from the given list or create their own. The next step will be to opt for a particular type of material to be developed (lessons only, lesson+quiz, and quizzes only). There is a list of the number of items to be included into the generated test. The test type variety is rather impressive: MCQs, reorder (that will be great for reading and listening assignments), matching, drag and drop (which allows to operate different types of graphical objects); drawing, labeling, graphing, categorizing, open-ended questions (Fill in the blanks, upload a file, audio and video responses). The last two options appear extremely helpful for distance and blending learning modes, when there is a need for oral productive skills evaluation. One more useful option is reviewing the previously developed test with AI directed to fixing grammar errors, paraphrasing existing questions to prevent cheating for example, developing prompts essential for dynamic assessment implementation. All the suggested items by AI can be easily modified by the user. The teacher can also use the bank of the test tasks to compile their own personalized tests.

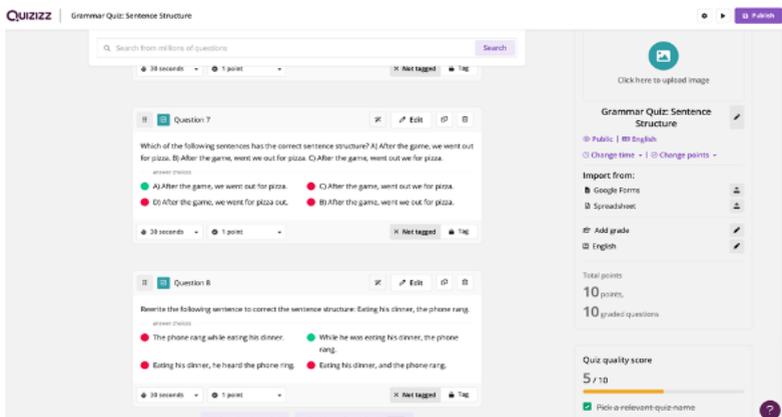


Figure 5. Quizizz.AI Screen

AI Quiz Generator QuizMaker

<https://www.quiz-maker.com>

Besides the option to present and administer diversified MCQs primarily developed by the user this tool features AI quiz generator which creates MCQ test based on the user's request. The request should be formulated properly to receive better results. The user can choose the testees' age group from the dropdown list and decide on the number of the questions to be generated for the test. The received outcome can be reviewed and modified by the user: the questions can be rearranged, deleted, modified, user's questions can be added manually or some new AI generated ones may be requested. The developed questions in the editor view provide correct answers and explanations.

The user can preview the generated test, choose the template design and adjust test settings to their learners' needs. In the screenshot given below you can see the generation outcomes of the grammar test on Past Simple Tense for the 5th graders.



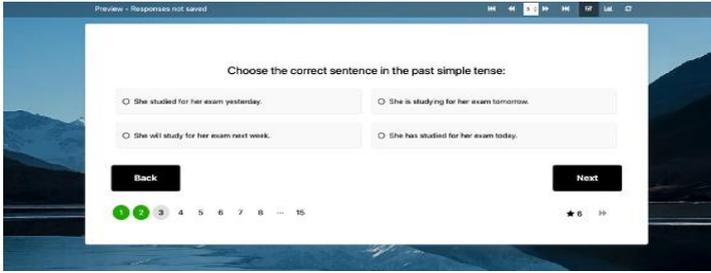


Figure 6. QuizMaker Screen

AI Quiz Generator Revisely

[AI Quiz Generator - Revisely](#)



This tool generates MCQs only on the basis of the doc. and pdf files in 50 available languages, including Ukrainian, graphic images, ppt slides, and websites through the links. The received test can be shared with the learners through a link or exported to the text document to be printed. Modification and reviewing options are limited. Free plan provides 5 quizzes of ten items each per month.

In the screenshot below you can see one out of ten questions generated on the basis of the picture of ADDIE Model for learning and assessment materials development. Its competitive advantage compared to the previously discussed tool is the processing of graphic images, files of different formats and pages. However, it obviously lacks interactive features to review and modify the content.

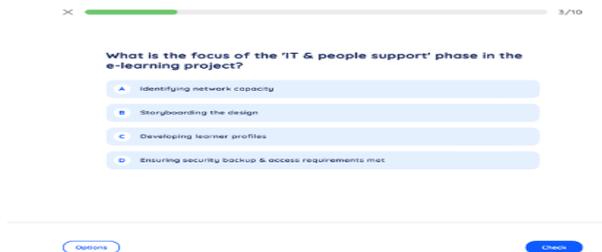


Figure 7. Revisely Screen

AI Quiz Maker

[AI Quiz Maker](#)



This AI quiz generator looks attractive due to its open access: neither registration nor logging in with your Google or Microsoft account is required to start creating your text-based quiz. However, the volume of the text to be processed is limited to 5,000 words. There is an opportunity to generate a quiz devoted to a particular topic, e.g. Christmas. MCQs are the only test type to be produced. The user may choose the test difficulty either easy or medium. There is a wide range of design schemes to be applied to the test. The tool automatically creates a starting or cover page. The correct answers are accompanied with the explanations. Preview options are quite functional. The generated test can be presented either in desktop or mobile version.

In the screenshot below you can see a reading test of medium difficulty based on the authentic article “The Elf on the Shelf”.

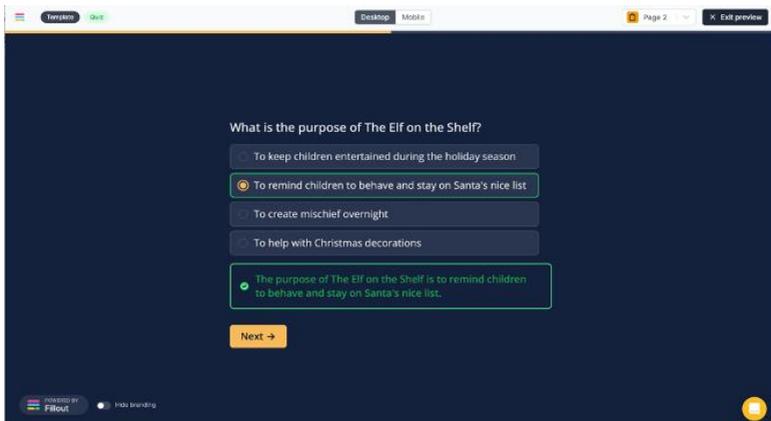


Figure 8. AI Quiz Maker Screen

AI Quiz Generator OpExams

<https://opexams.com/free-questions-generator/>



This tool can create text- or prompt-based test tasks of such types as MCQs, True/False and Open Ended Questions. There is an option of saving generated questions into collection for further use. Generated questions can be exported to .xls and .doc formats as well. It is limited by 10 free quizzes per month.

We have faced the problem with the automatic checking of open questions, since it does not work properly.

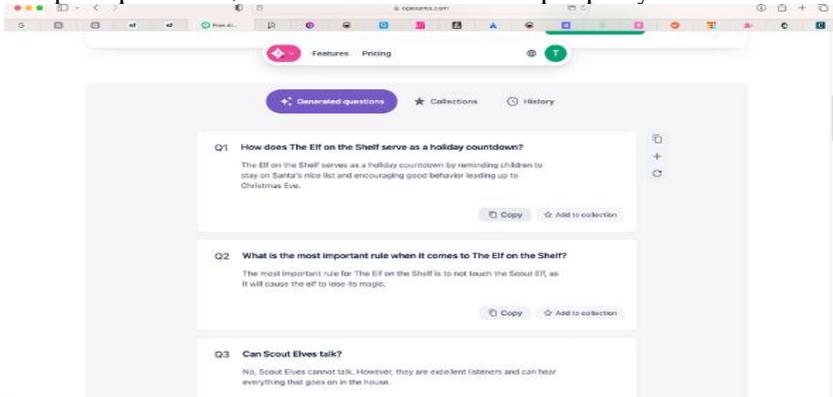


Figure 9. OpExams Screen

AI Quiz Generator QuestGen

[Questgen.ai](https://questgen.ai)



This tool provides plenty of quiz generation opportunities in its paid version. In case of a free plan which is limited by 20 quiz iterations the users may develop MCQs, True/False, Gap-filling, and Higher Order questions according to Bloom's Taxonomy based on the text of 5000 words maximum. The number of the questions and distractors can be set by the user as well as the test task difficulty

level. Paid version provides the features of converting text into a series of illustrations and a graphic image based quiz.

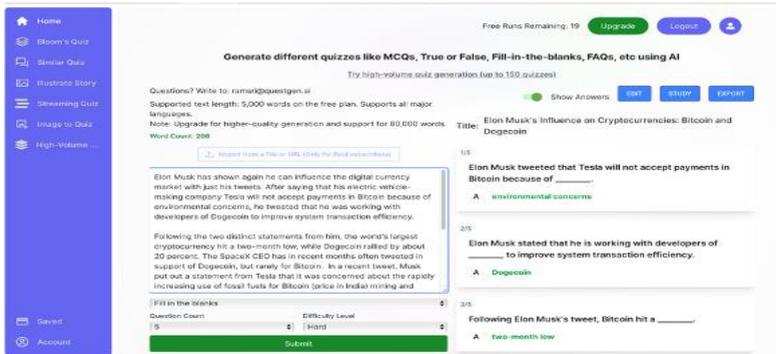


Figure 10. QuestGen Screen

AI Quiz Generator Quillionz

<https://app.quillionz.com/>

This online application was one of the first AI quiz generators launched in 2019. It has an open data processing mechanism which makes it useful not only for test generation but also for text linguistic and content analysis as well as written task checking-up and correcting. It produces test questions based on the downloaded text. Test generation takes place in several steps: 1) defining the key words (the received list can be modified and edited by the use) which can be useful for content and componential analysis purposes; 2) reviewing the content that actually deals with the linguistic features of the text being processed (highlighting too lengthy and as a result potentially difficult sentences or the ones requiring revision; searching for subjective sentences, which can help in creating different type of questions aimed at distinguishing facts and opinion while reading; detecting incomplete sentences to be corrected in case of written assignment grading; singling out



pronoun replacements which can cause some reading comprehension difficulties or break written text cohesion). Taken together these indicators are used for the text meter calculation which should reach 90% the least to be appropriate for question generation. The changes are suggested by the tool in the dropdown list and should be either accepted or dismissed by the user. Such options can be useful for written assignment checking and grading. After that the tool generates a list of questions of different types appropriate to the analyzed text form and content. It can contain gap-filling questions, True/False ones, MCQs. The last two are usually presented in several variations. The user has an opportunity to edit or delete the questions from the generated list. Open and interpretive questions are not available for free while text abstracting named Notes is provided for this plan. Approved questions can be exported to other quiz generating apps such as Bowling Rush, Mountain Climb, Cheese Quest, Happy Meter or to .pdf, .txt, and .doc files.

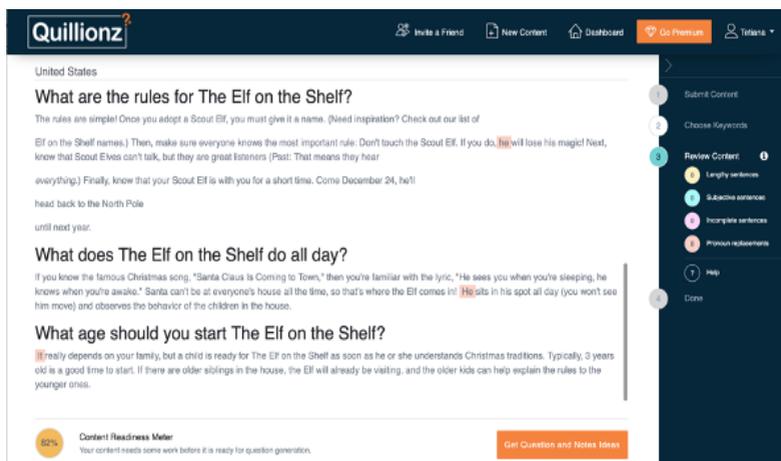


Figure 11. Quillionz Screen

AI Quiz Generator Arlinear

<https://arlinear.com>



This tool provides all options for free. The starting page provides clear examples of the prompts to be created by the user to generate the required set of test tasks. It should include the number of the questions and their type (MCQs, True/False, Open-ended Questions, Short Answer Questions), domain and the key concepts and ideas to be covered by the test. The text for generating test tasks in reading can also be inserted into the prompt. The generated questions can be either deleted or modified by the user. The received quiz can be shared with the help of the link.

The tool supports automated test grading, however, the user can review the received results when needed and make changes.

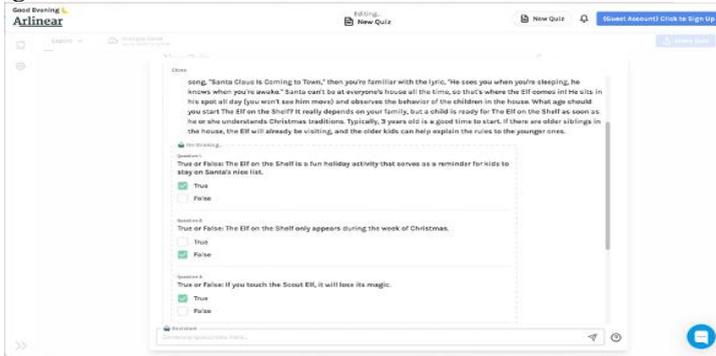


Figure 12. Arlinear Screen

AI Question Generator Yippity

[Yippity](https://yippity.com)

This tool is able to generate text-based questions of two types MCQs and open-ended ones. For this, the user has to paste either the text to be processed or the link to the relevant website.

The generated questions can be edited or deleted from the test by the user.

In our opinion, this tool creates quite relevant questions while distractors still need some refinement. The free plan allows users to develop 3 quizzes per month. All the developed quizzes are stored by the app.

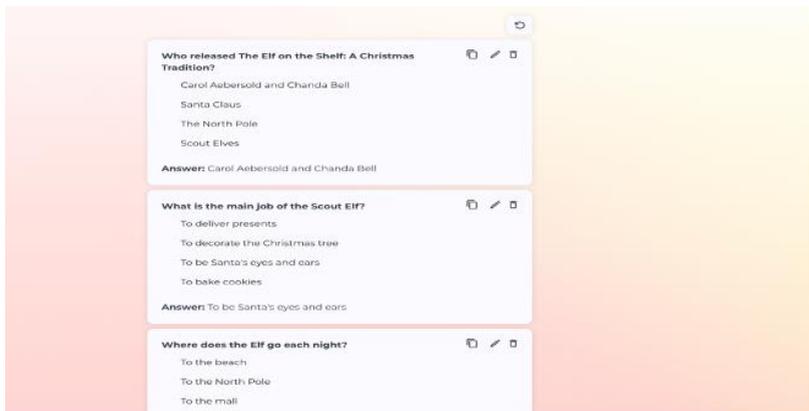


Figure 13. Yippy Screen

AI Powered Tool Twee

<https://twee.com>

This online tool was specifically developed to meet EFL teachers' practical needs. It is able to process the materials of different modalities and, as a result, provides opportunities for the development of different training and assessment materials to cover all the speech activities.

It can be used in several ways: 1) to receive the materials for further assessment task development; 2) to generate ready to use assessment tasks.

To assess vocabulary acquisition by the students, the tool provides such options as:



1) generating bank gap-filling activity on the basis of the text;

2) creating matching test tasks (a word and its definition) based on the provided wordlist;

3) developing sentences with the active vocabulary units. They can be used for the development of other assessment tasks;

4) compiling topic wordlist according to the language proficiency level;

5) constructing gap-filling test task requiring the application of word formation skills;

6) selecting collocations from the given text that can be a great help for developing formative homereading assessment tasks;

7) generating bilingual vocabulary matching test tasks.

To evaluate grammar skills formation, we can use the following Twoe options:

1) mixing the sentence components for further rearrangement;

2) creating matching test tasks in combining the beginning and ending of the sentences.

Twoe offers the following options to deal with audio and video materials essential for the assessment of the students' listening skills: 1) converting audio and video into text / creating transcripts. It processes mp3, mp4 file formats as well as YouTube links;

2) creating MCQs, True/False, and Open-ended questions on the basis of downloaded audio or video;

3) developing three summaries for the audio or video, where one of them is precise and correct while the other two contain some mistakes and discrepancies.

As for the assessment of students' reading skills the following options can be of great help:

1) creating texts on the given topics. It should be noted here that AI generated texts usually contain repetitive vocabulary units and similar grammar structure. As a result,

such texts can serve as a great training material or basis for the formative assessment tasks;

2) developing the list of text-based open-ended questions;

3) generating MCQs with single correct item and True/False statements on the basis of the text;

4) suggesting three headings for the text or text fragment, where one of them is relevant and correct while the other two are erroneous. They can be used for the assessment of skimming and scanning reading skills.

In the context of productive skills, we can employ such two options as:

1) generating a set of words to be combined properly to receive a meaningful sentence that can be useful for speaking and writing skills assessment;

2) finding discussion questions, interesting facts on the chosen topic, quotations by famous people; listing advantages and disadvantages of the phenomenon or trend under consideration; compiling people's opinion on the problem. They can serve as perfect stimuli for the task to assess students' speaking or writing skills;

3) developing a list of topics for written assessment tasks.

Created questions can be reviewed and modified by the teacher. The received materials can be exported to .pdf file. Free version has some limitations as for the ability to generate a particular number of quizzes per month. The tool also offers the library of the quizzes and lesson plans previously created by the other users.

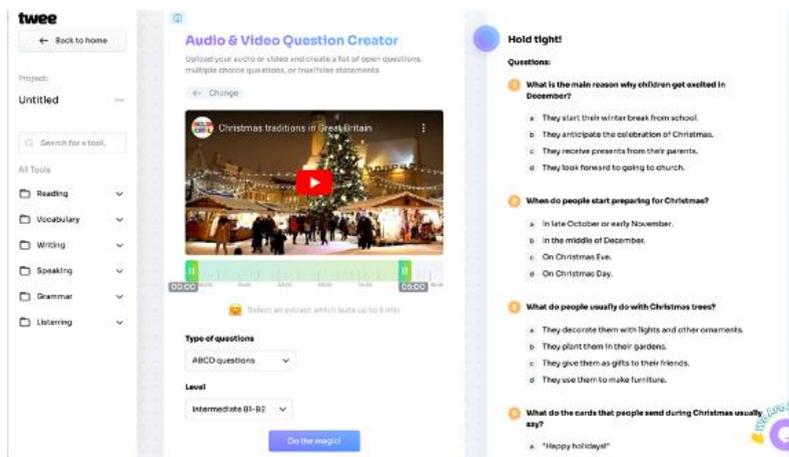


Figure 14. Twee Screen

AI Powered Spoken English Evaluation Tool Mettl <https://mettl.com/en/english-proficiency-test-software/>

It can simulate in person speaking evaluation. This tool provides accurate evaluation using different scales, based on the updated CEFR scale, taking into account four basic aspects: fluency, pronunciation, grammar, listening-comprehension. Evaluation is carried out with the use of Carnegie Speech recognition tool. It can be securely administered online. The trial is free.

Summing up the AI test generating tools review presented above, we can single out the main requirements to be met by such kind of digital tools: 1) free access with maximum list of available options; 2) ability to process different types of information (texts, hyperlinks, graphic images, audio and video files); 3) ability to generate test tasks of different types not only MCQs or True/False but open-ended questions of varied types, matching, rearrangement, etc.; 4) opportunity for the user to review and modify the received assessment materials; 5) design and test setting options; 6) exporting options involving different file formats.

8.2 Digital Tools for the Assessment Task Delivery and Administration

There is a great number of digital tools which allow EFL teachers to deliver and administer conventional assessment tasks. A particular place in this list belongs to the software to be employed for the representation of the test tasks of different types. Most of these digital tools provide a wide range of features for free and are built-in online educational platforms. Let us consider some of them.

8.2.1 Digital Tools for the Delivery and Administration of Conventional Assessment Tasks

Interactive Presentation Software Ahaslides

<https://ahaslides.com/features/>

This software provides a great solution to the problem of formative assessment in the EFL classroom. It allows users to insert interactive quizzes, surveys, polls into the presentation slide. The received results can be presented with the help of summarizing charts of creative and appealing designs. The results can be demonstrated in progress or completely hidden. There is an option of time limit. Another useful feature is getting feedback from the learners after the quiz completion which can boost reflective practices and empower formative effects of the assessment tasks. Quizzes can contain graphic, audio, and video materials and are presented in live mode. The application also produces leaderboards and supports team challenges. Teamplay can be scored in 3 different modes.



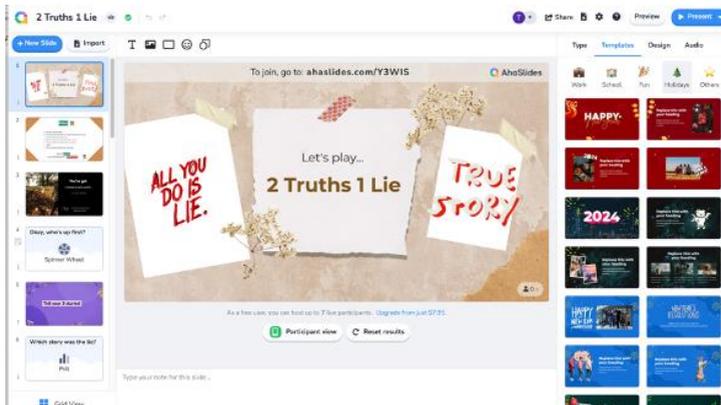


Figure 15. Ahaslides Screen

Collaborative Online Forum Socrative

<https://www.socrative.com>

This learning and training environment offers quizzes of three types (Multiple Choice Question (MCQ), True/False, Short answer) and provides several modes of their presentation:

- Space Race (competitive mode of taking the quiz);
- Quick Question (answering the questions asked orally online).
- Its specific features include as follows:
 - Pictures can be incorporated into the questions;
 - Real-time use in class is up to 50 participants;
 - Interactive;
 - Mobile friendly;
 - Instant or scheduled feedback can be provided by the teacher;
 - Access is given to any students' group with the help of a QR-code or link;
 - Exit ticket option which will be discussed in the section of alternative assessment tools;
 - The basic options and activities are free.



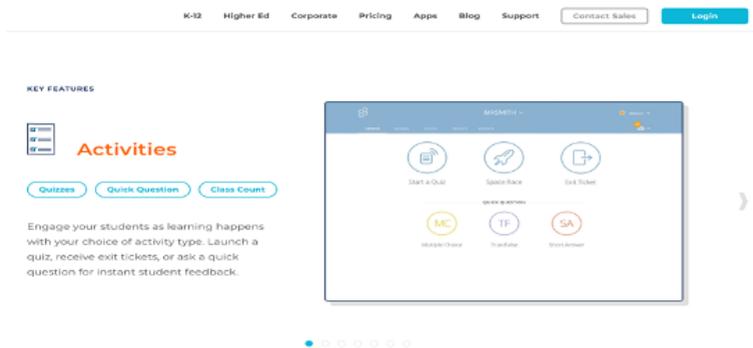


Figure 16. Socrative Screen

Website and App-based Digital Tool Nearpod

<https://nearpod.com>

With the help of this tool EFL teachers can present and administer quizzes including MCQs, open-ended questions and different types of polls.



Its distinguishing features are:

- Video and audio materials can be incorporated into the questions;
- The question can be placed anywhere within the video;
- Responses can be given in the form of a picture or any other graphical object;
- Time limits for taking the quiz can be set and regulated;
- Immersive Reader option (built-in text scaffolding in the form of explanations, native language equivalents and pictures) is available;
- Time-to-Climb option (colourful gamified environment with the time limits and competitive elements) is especially attractive to young and teenage learners;
- The collection of materials contains a number of readymade tasks and solutions;
- Built-in integration option into the sessions of different online conferences such as Zoom, Google Meet, Microsoft Teams, etc.

- Students' results can be collected, summarized and even anonymized when necessary;
 - The basic options and activities are free.

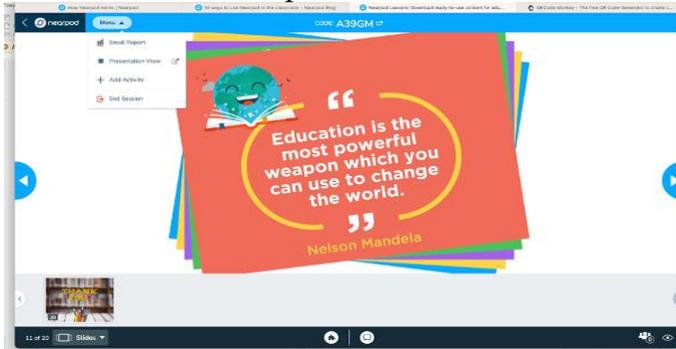


Figure 17. Nearpod Screen

Some digital tools are specifically designed for the development, presentation, administration and analysis of the assessment task performance by the students or for conducting business surveys and polls. They can be selected on the basis of different criteria such as free access for both test developers and testees, user-friendly interface, variety of functional options and features (range of available test task types, for instance).

Let us consider the leading examples of such digital tools in the light of our assessment needs and objectives.

Online Quiz and Test Maker FlexiQuiz

<https://www.flexiquiz.com/>

This tool is aimed at the development and presentation of learner-friendly online quizzes and tests to become great substitutes for conventional pen and paper in class formative and summative tests.



Compared to the previously discussed platforms it provides much wider choice of 8 test task types: MCQs with both single and multiple correct answers presented with different interfaces and tools (radio buttons, dropdown menus) in verbal

and graphical forms (picture choice option), matching tasks processing different types of information as well, and open-ended questions (fill in the blanks, free text and file upload).

Additional options include:

- Possibility to upload previously developed testing materials;
- Different modes of test presentation (classic and live quizzes (hosted in real-time)) for both synchronous and asynchronous learning;
- Complete quiz design (including welcome and thank you pages);
- Opportunity to include information pages between the questions containing additional text, audio and video materials that appears quite helpful for formative and dynamic assessment arrangement;
- Possibility to incorporate audio, graphic, video materials to any question (paid plan only) or additional page as well as downloadable files of any formats;
- Access to the test through a dedicated URL, Respondent account or by registering using mobile devices as well;
- Item division into optional and required can contribute to the application of dynamic assessment principles and provisions in the EFL classroom;
- Scoring options (setting points per question and per test, penalty points, etc.);
- Test configuration options: setting different time limits, number of available attempts, test completion deadlines, question randomization, question layout, progress bars;
- Flexible testing mode and route (redirecting learners to the other tests based on the received results, delivering feedback on test performance);
- Sharing testing outcomes with the learners (time to take a test or its separate part, correct answers, scores per section, etc.);
- Certificate generation option;

- Varied access options (individual, group, and open public access);
- Notification on taking the test by learners;
- Report generation and downloading on the received test results;
- Platform for selling designed tests to other users.

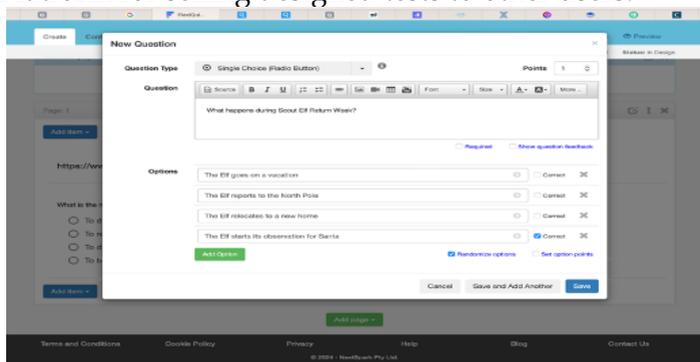


Figure 18. FlexiQuiz Screen

Online Test Generator EasyTestMaker

<https://www.easytestmaker.com>

This online test generator provides an opportunity to develop and present test tasks of 5 quite traditional types: MCQs, True/False, Matching, Fill in the Blanks, and Short Answer. They can be supplemented by the graphic materials; fonts can also be adjusted. The developed items can be checked for spelling and rearranged freely in the test layout being grouped into sections or parts that allows teachers to create integrated tests. The test can be administered and graded online or exported into either pdf or doc format to be printed and performed in class. There is an option of answer sheet generation according to the developed test and its printing out. The user interface looks simple and easy to use. However, the features are rather limited in the free version.



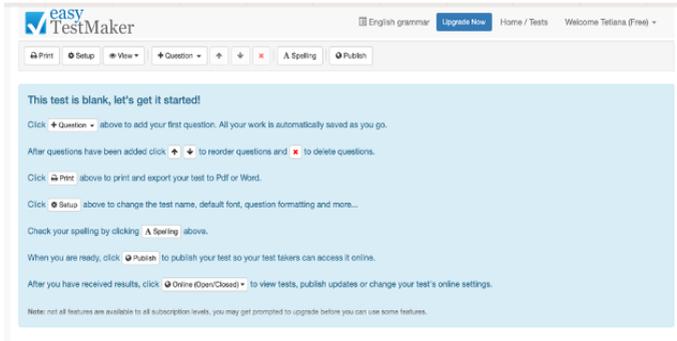


Figure 19. EasyTestMaker Screen

Online Assessment Generator TestMoz

<https://testmoz.com>

This free tool provides online test administration, automatic grading and result collection. Photos and videos can be added to the questions of 9 types: MCQs with single and multiple correct responses, True/False, Matching /Ordering, Open-ended questions (Fill in the Blank, Short answer, Essay, File Upload, Numeric). The test can combine the test tasks of different types. The colour scheme of the test presentation can be adjusted by the user as well as some other basic settings.

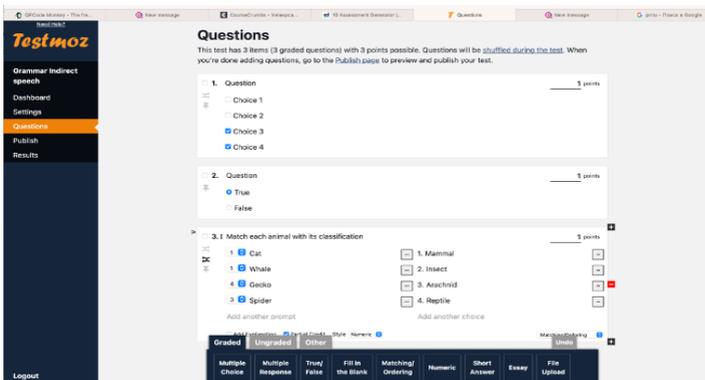


Figure 20. TestMoz Screen

Online Test Maker QuestionPro

<https://www.questionpro.com>

This tool is easy to use. It offers a list of customizable test templates. The teacher can add an unlimited number of questions to one test. The questions in the same test may have different weight. Tests in doc format can be imported to QuestionPro. This test maker supports 25 question types. The most appropriate of them to the EFL classroom needs are MCQs with single and multiple correct answers; graphical raters that can be used for reading and listening skills testing as well as for some productive assignments; ordering; open-ended questions; text and image choosers. The last one can serve a great alternative to conventional verbal tasks.



The tests can be accessed from different devices including mobile ones. The tool supports advanced analytics options of the testing results which allows students to track their assessment outcomes individually and follow their learning trajectories. The result dashboards can be shared within the involved parties.

In the screenshot below you can see a map-based interactive test task developed with the help of QuestionPro.

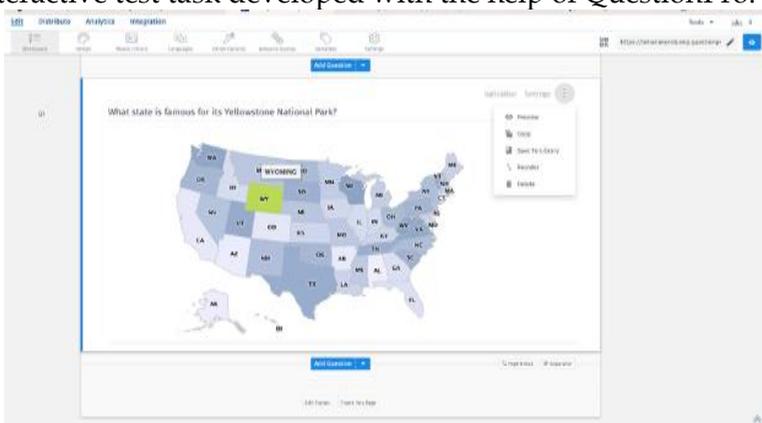


Figure 21. QuestionPro Screen

Digital tools open quite new perspectives to personalized training, allowing students to create their own learning trajectories, avoiding too simple tasks and activities and focusing on more challenging and exciting ones for them. In case of assessment this idea is closely connected with so called dynamic or adaptive testing. Adaptive testing is based on the concept of Zone of Proximal Development (ZPD) suggested by L. Vygotsky. According to it, any individual learns and acquires some new skills in the process of performing the task which appears a bit more difficult than the one they can complete successfully without anyone's help. Due to the interaction with more knowledgeable subjects, they get empowered and manage to perform the task either with their direct assistance, a hint, or even direct correction. Here learning takes place. These different types of support got a specific name - scaffolding. While the concept itself has become the theoretical substantiation of the concept of adaptive testing. In general, adaptive testing follows the algorithm of selecting the next assignment or test task on the basis of the previous performance. In such a way, strong students get the tasks of the highest level of difficulty while the struggling ones have to succeed with comparatively simple ones first. Such approach provides higher objectivity of the received testing results, on the one hand, and strengthens formative impact of the assessment.

There are two main models of adaptive testing implementation: 1) a **two-step model**, when the diagnostic test administered at the first stage serves as a benchmark for students' division into weak, medium and strong groups according to their performance. At the second stage each group deals with the tasks of the relevant level of difficulty. In such a way they do not waste time on performing too simple tasks and do not get frustrated because of the too difficult ones. This adaptive testing model can function in the traditional classroom within pen and paper tests. It requires the development of a wide range of test tasks varying in their difficulty levels. There are many different factors influencing test task difficulty, including

its type, linguistic features of the materials involved, scaffolding absence/presence and its type, etc (Korol, 2009b). To our mind, this test task bank can be generated with the help of AI tools discussed above. 2) a **multi-step model**, which has a cyclic nature, i.e. the results of the previous testing session determine the content and mode of presentation of the next one. It is completely context dependent and dynamic. This model allows creating a unique trajectory for each testee in the particular situation of testing. It can be only implemented with the help of digital tools (Korol, 2009a).

Rapid advance of cutting-edge digital tools opens new opportunities for the implementation of the multi-step model of adaptive testing into contemporary EFL classrooms. In this case learning and assessment are inseparable components of the whole system. Let us consider some available examples of adaptive testing and learning platforms.

Adaptive Learning and Assessment Platform Knewton Alta

[Alta](#)

Knewton Alta is one of the first and leading adaptive learning and assessment platforms nowadays. It offers the collection of ready to use adaptive courses mainly in the sphere of Sciences and provides an opportunity to develop one's own course with its further integration to one of the LMSs such as Canvas or Moodle. The teacher can use the materials from the collection, design and develop their own tasks and activities, monitor and analyze individual students' performance in an easy way. Pie and graph charts promote students' progress checking.

Every student gets immediate contextualized feedback on their performance regardless of the response correctness and just in time remediation to improve their learning experience in the form of text, graphic, audio, and video materials.



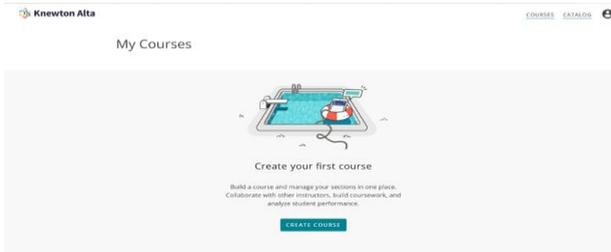


Figure 22. Knewton Alta Screen

Adaptive Learning and Assessment Platform CK12 <https://www.ck12.org/group-assignments/2261887/>



CK12 has ready-made adaptive lessons on different courses, including English, built on the principle of material selection and delivery according to the student's previous test and task performance. However, in the case of English, it is limited to spelling only. Its tasks and activities are based on particular concepts whose analysis chooses the next question to be delivered. The teacher can develop and add their own assessment tasks to be presented in the given unit. The questions are grouped into three main categories according to their difficulty level and are selected and sequenced on the basis of complex statistical calculations.

Another competitive benefit of this platform is its compatibility with the most popular LMS such as Google Class, Canvas, etc.

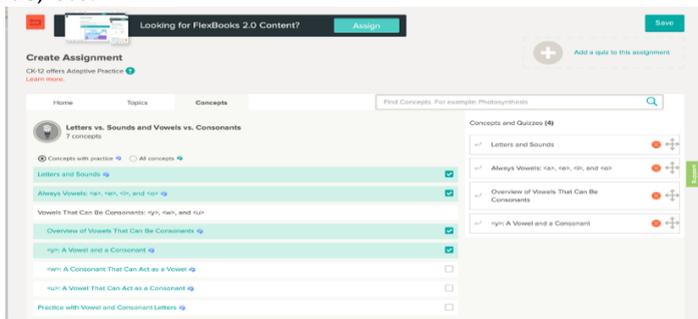


Figure 23. CK12 Screen

Adaptive Assessment Platform Edulastic

<https://edulastic.com/>



This platform is designed to spot students' gaps and success representing testing results with the help of clear visual means. It is an ideal digital tool for formative assessment. The platform is ready to provide instant automatic feedback on learners' performance. It also contains necessary resources to promote further training and learning. Educators can benefit from the use of the bank tasks available, customize to meet their students' current needs, develop their own assessment tasks and tie their assessment tasks to existing standards. Students progress is reflected in real time on the live classboard. The use of the platform is free for teachers. Upon registration it is necessary to add your educational establishment and choose the field of knowledge you teach. The next step should be the creation of the class. Now you are ready to assign tasks to your students. You may select the standards you need to follow in your teacher, use readymade assignments, selecting them from the bank and previewing, or create your own, using built in AI powered quiz generators processing both text and video materials. It features varied schemes of students' performance analysis to be carried out on the basis of multiple criteria. The platform interface is highly intuitive and user-friendly. It is compatible with Google Class LMS. Moreover, it supports the function of adjustable rubrics creation and scoring results processing and storing.

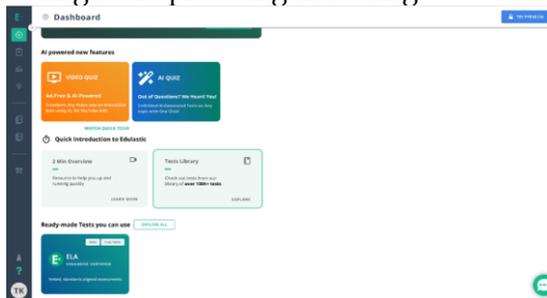


Figure 24. Edulastic Screen

8.2.2 Digital Tools for the Delivery and Administration of Alternative Assessment Tasks

Alternative assessment tasks are as valuable and informative as the conventional ones. However, their development and use are even more problematic. There is a great range of alternative assessment tasks used in the EFL classroom. They strongly correlate with the assessment agents (a teacher, a peer, and self). Sometimes they are employed by different parties simultaneously in the same or quite different ways.

Let us consider some examples of alternative assessment tasks which can be created and presented with the help of digital tools both in distance and blended learning environments.

Previously discussed, Collaborative **Online Forum Socratic** offers so called **exit cards** (a specific question or list of them to be reflected on by the learner at the end of the lesson/ topic/ term/ academic year). Obviously, this alternative assessment tool involves self-assessment and has a more formative function rather than summative. Mostly the questions included on the exit cards concern the students' aha-moments. Within this app they are formulated like this: *How well did you understand today's material? What did you learn in today's class? Please answer the teacher's question.* The third question that can be formulated by the teachers themselves appears to be very important.

Some digital tools are not initially aimed to be assessment tools. However, they appear rather functional and helpful when used appropriately. The examples of the software to be applied for the development of students' **reflective reports** are given below. **Adobe Spark Page** allows our students to create digital reflective reports and/or portfolios combining images, video and text based on the readymade templates to be shared in class. Another great tool for keeping reflective diaries to develop students' reflective skills and empower self-assessment practices are real reflective digital journals gaining a momentum these days. **Penzu** (<https://penzu.com>) can serve a good example of

the application of this category since it takes leading positions among similar applications in Google search lists. It provides safe and confidential entry storing, viewing and arranging, sharing and exporting. This app features such options as adding images, sounds and videos as well as has user-friendly interface for both desktop and mobile versions. Its use does not require any prior instruction or training. The basic set of the options is free.

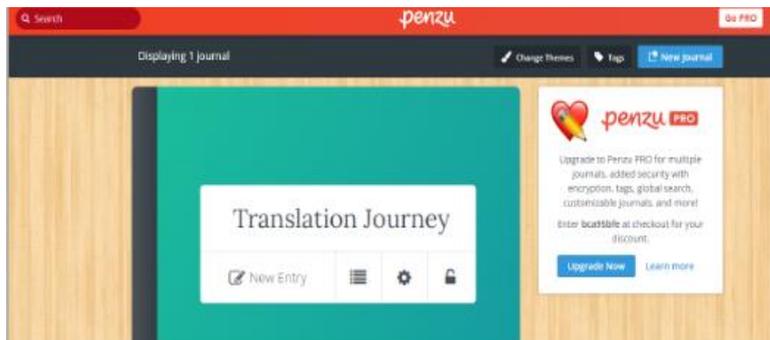


Figure 25. Penzu Screen

Some other alternatives include Day One (<https://dayoneapp.com/>), Journey (<https://journey.cloud/>), etc.

The entry structure and content should be initially discussed by the teacher and learners. The aims of such an assignment should be clarified. Reflective journal entries can contribute to the search for the reasons of the learners' achievements and failures, and reveal productive language learning strategies to be shared with others. They can become a powerful assessment tool only in case of timely and constructive feedback delivery by the teacher.

Reflective entries can be quite successfully incorporated into another alternative assessment tool that can be used in a digital mode, namely a portfolio. It offers a more holistic and continuous evaluation of students' progress within the time compared to summative tests and other conventional

assignments. A portfolio is defined as a multifaceted assessment tool dealing with the tangible evidence of a learner's accomplishments and skills development that must be updated as a person grows and changes (Gillespie et al., 1996). Student's active position in portfolio compilation and collection should not be neglected. The portfolio creation comprises such main stages: 1) collection of essays, projects, and tests; 2) selection of the materials that demonstrate their progress best; 3) reflection on their learning outcomes and progress. The digital tools for e-portfolio compilation and presentation include:

1) free website builder **Weebly** with easy drag-and-drop interface (<https://www.weebly.com>) allows students to focus on reflective moments and material selection rather than technical issues. Learning outcomes and products can be easily placed and showcased with the help of this tool;

2) student-driven digital portfolio **Seesaw** (<https://app.seesaw.me/#/login>) provides plenty of opportunities to present learning evidence in various formats (photos, drawings, videos and voice recordings). Teachers can leave some kind of comments or feedback;

3) digital portfolio **Bulb** (<https://my.bulbapp.com>) with pre-built templates to display students' outcomes in the form of text and media. It is compatible with many Learning Management Systems.

8.3 Digital Tools for the Assessment Task Checking-Up, Correction and Feedback Presentation

According to the check-up or grading procedures assessment tasks can be subdivided into two broad categories:

1) **Objective assessment tasks** that stipulate only one correct answer and as a result can be checked up and quantitatively graded fully automatically by relevant computer software. In this case either immediate or delayed notification such as "right" or "wrong answer", correct answer itself, some

kind of comment or even standardized feedback are generated and provided. Assessment tasks of this type are appropriate for the evaluation of vocabulary and grammar acquisition as well as for some receptive skills in reading or listening-comprehension. They serve pretty well for both formative and summative types of assessment. Quantitative evaluation dominates qualitative feedback in this case.

2) **Subjective assessment tasks** whose performance can not be checked up fully automatically by computer software and requires human's involvement and participation due to its flexibility and variety of possible solutions. The extent of this involvement can vary significantly. In some cases separate mainly mechanical aspects of the task performance can be evaluated automatically by computer software, while the final grade and judgment should be made by a teacher. This grading process can be automated to some extent by some technical digital tools. Such assessment tasks are usually aimed at the evaluation of the students' proficiency in EFL writing and speaking skills. Qualitative feedback is more relevant to this type of the assessment tasks.

In order to provide feedback on students' productive written test performance we are to check its language correctness and often suggest ready-made changes or give some hints for improvement. Let us consider some digital tools to be helpful in this case.

Online Tool Hemingway Editor

<https://hemingwayapp.com/>

This tool analyzes the written piece in terms of its readability according to the scale poor to excellent, carries out word count. It highlights different parts of speech and comments on the appropriateness of the use in the context. This feature can be helpful for checking written assignments primarily focused on accuracy and use of particular grammar



phenomenon. It also singles out Passive structures and evaluates their appropriateness. The tool suggests changes highlighting the passages, worth paraphrasing. It also selects the sentences difficult to read and comprehend and rates the severity of linguistic distortions. It offers built-in AI powered writing fixing option.



Figure 26. Hemingway Editor Screen

Online Tool LanguageTool

<https://languagetool.org/>

This tool has a simple and user-friendly interface. It can process copied and pasted text fragments in different languages as well as downloaded text files in all major formats. It provides automatic word and character count. The fragments to be corrected are underlined and commented on in the sidebar with dropdown explanations and improvement suggestions. Mistakes are classified into punctuation, grammar and spelling that is useful for coding them by the teacher.



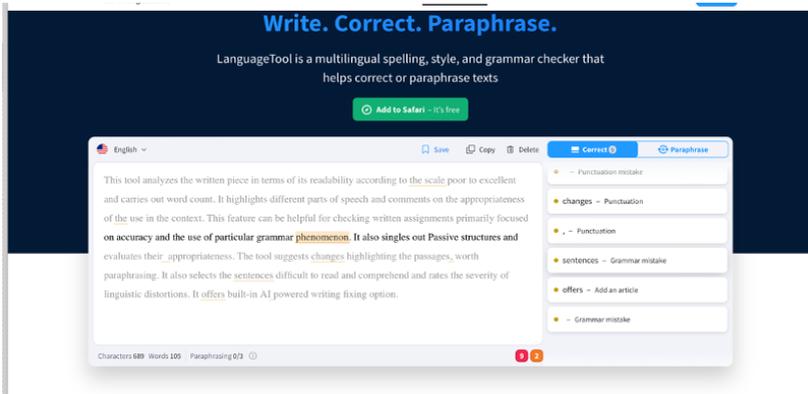


Figure 27. Language Tool Screen

Grammar Checker and Paraphraser Ginger <https://www.gingersoftware.com/grammarcheck>

This online tool is free and can be added to any browser. It offers two basic functions: text checking and paraphrasing. In case of checking the written piece, it spots, corrects, and underlines spelling, grammar and stylistic changes. The comment to ground them appears in the dropdown menu which also contains the option of dismissing the changes. Rephrasing option allows generating a set of paraphrased chunks highlighting in bold the differences with the initial text.



Figure 28. Ginger Screen

Plagiarism Checker Quetext

<https://www.quetext.com>

This simple online tool allows users to check up the uniqueness of the text up to 500 words.



It can be really useful to foster students' academic integrity.

Feedback is one of the crucial assessment components. It usually comes in the form of a comment outlining the strengths and weaknesses of productive task performance and gives some kind of recommendations as for its improvement in the future. Nowadays it tends to be delivered in a digital mode reflecting current trends in offline, online and/or blended university training and urges EFL teachers to master and use digital feedback on the productive tasks performed by their students in order to convert it into a powerful tool of formative assessment.

According to Hattie and Timperley (2007), we view digital teacher feedback as any information supplied by a teacher to a student as to particular aspects of their performance generated with the help of any appropriate software and delivered in digital mode (written, audio- or video-recorded).

Compared to live oral or handwritten one, digital feedback possesses a number of quite obvious benefits: 1) it allows to take into account individual students' needs with different learning styles and language proficiency levels due to a varied presentation modality; 2) it provides timely comment delivery, its optimal storage and subsequent retrieval of its content if the need arises; 3) it helps teachers to provide more detailed, emotionally saturated and personalized comment on a particular task performance; 5) it saves teacher's time and efforts thanks to simple generation and delivery procedures (Korol, 2021).

Finally, we provide a list of the digital tools which allow teachers to present their feedback on students' performance.

Website and App-based Digital Tool **Nearpod** mentioned above provides teacher-generated textual feedback. It also offers

Draw-It and Drag & Drop options; and screen sharing option for these purposes.

Written assessment tasks can be submitted in a digital mode. Then it is easier to check and correct them. For these purposes we can use any AI bots or even AI quiz generator **Quillionz** mentioned above. They can spot and detect potential linguistic mistakes and errors and even compile the relevant feedback itself. Feedback can be presented in the form of a textual comment within the written assignment being assessed in Google Docs.

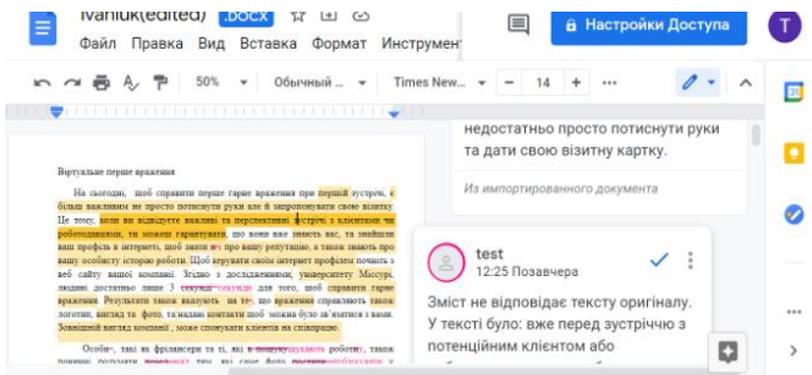


Figure 29. Google Docs Screen

It can also be presented in the form of an audio recording. For the generation of audio recording, we recommend using a free **Chrome extension** named **Mote**. It is simple to use and allows teachers to insert the comment in the appropriate place in the text. Audio feedback appeared to be more effective compared to a traditional handwritten or typed one in prospective translators' training (Korol, 2021).

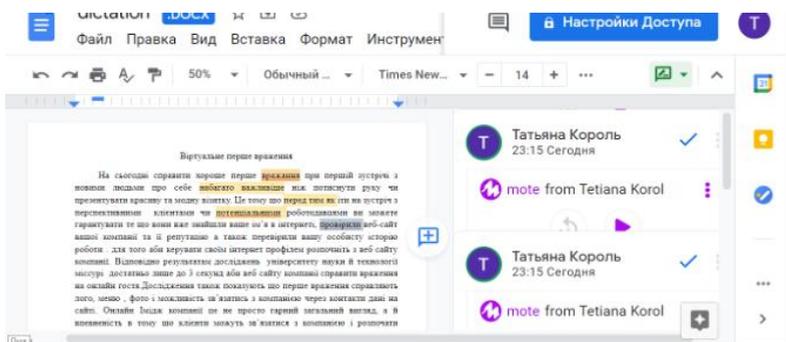


Figure 30. Mote Extension Screen

Feedback can also be presented in the form of video screen recording created with the help of free screen capturing tools and accompanied with the teacher's comments, e.g. **Bandicam** (<https://www.bandicam.com>). Another great tool to deliver video feedback on students' video recorded presentations is **Screencastify** (<https://www.screencastify.com/>). Its features include screen casting (for written assignment video feedback provision), video editing functions (for giving hints or changes in students' video recorded oral tasks), interactive questions (for developing video-based assessment tasks).

In order to grade students' performance of productive assignments the teachers usually apply rubrics. It is a scoring tool that describes in detail performance expectations in terms of assignment description, criteria that will be taken into account in the process of assessment, description of the expectations concerning each separate part of the assignment and performance levels corresponding to mastering various components of EFL proficiency. There are two main types of rubrics: 1) holistic (based on the overall impression of the performed and submitted assignment); 2) analytic (providing scores for each criterion separately) (Korol, 2020).

The algorithm of rubric generation with the help of relevant AI tools is traditional: 1) providing essential details of the assignment in the prompt; 2) reviewing and editing of the

received rubric; 3) saving and exporting the final rubric version for further use.

The range of AI rubric makers is quite broad. The examples of the following tools are: 1) **TeacherDashboard.ai** (<https://teacherdashboard.ai/rubric-maker>); 2) grading rubric generator **Clickup** (<https://clickup.com/features/ai/grading-rubric-generator>); 3) online tool **Quick Rubric** (<https://www.quickrubric.com/r#/create-a-rubric>), which provides a template for criteria and their descriptors relevant to several level, score distribution is calculated automatically and the received rubric can be used either electronically or in paper version; 4) online tool **iRubric** (<https://www.rcampus.com/indexrubric.cfm>) that helps to generate analytic rubrics for free and supports their attachment to the digital assignments to be performed by the students. As a result, the submitted tasks can be graded by the teacher automatically using electronic rubrics and the received results are stored in the register;

These rubrics can also be easily incorporated into different Learning Management Systems, for instance **Canvas**, which provides a highly functional and convenient **SpeedGrader** option. It represents the rubric and as the criteria matrix with detailed descriptors and relevant scores. The teacher's task is just to click on the appropriate indicators and get a final mark for the task performance by the student.

Generated in such a way scoring rubrics are mainly analytic. They can be very helpful for the arrangement of self- and peer-assessment procedures in the EFL classroom.

Modern online platforms for peer assessment include **TeamMates** (<https://shorturl.at/xBDGT>) which has been in operation since 2010; **PeerStudio** (<https://www.peerstudio.org/>) that is a cloud-based platform with easy assessment task distribution and tough deadline settings. **WebPA** (<https://github.com/WebPA/WebPA>) is a

tool for group assessment, since it provides options for digital peer assessment of the group projects, when each team member grades and comments on the contribution of their peers. The tool collects grades and feedback delivering final scores to be granted for the group performance.

When selected and used properly all these digital tools can convert assessment into a fruitful and exciting activity in the EFL classroom.

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Наукове видання

**Digital Technologies for Teaching English
as a Foreign/Second Language**

Колективна монографія

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