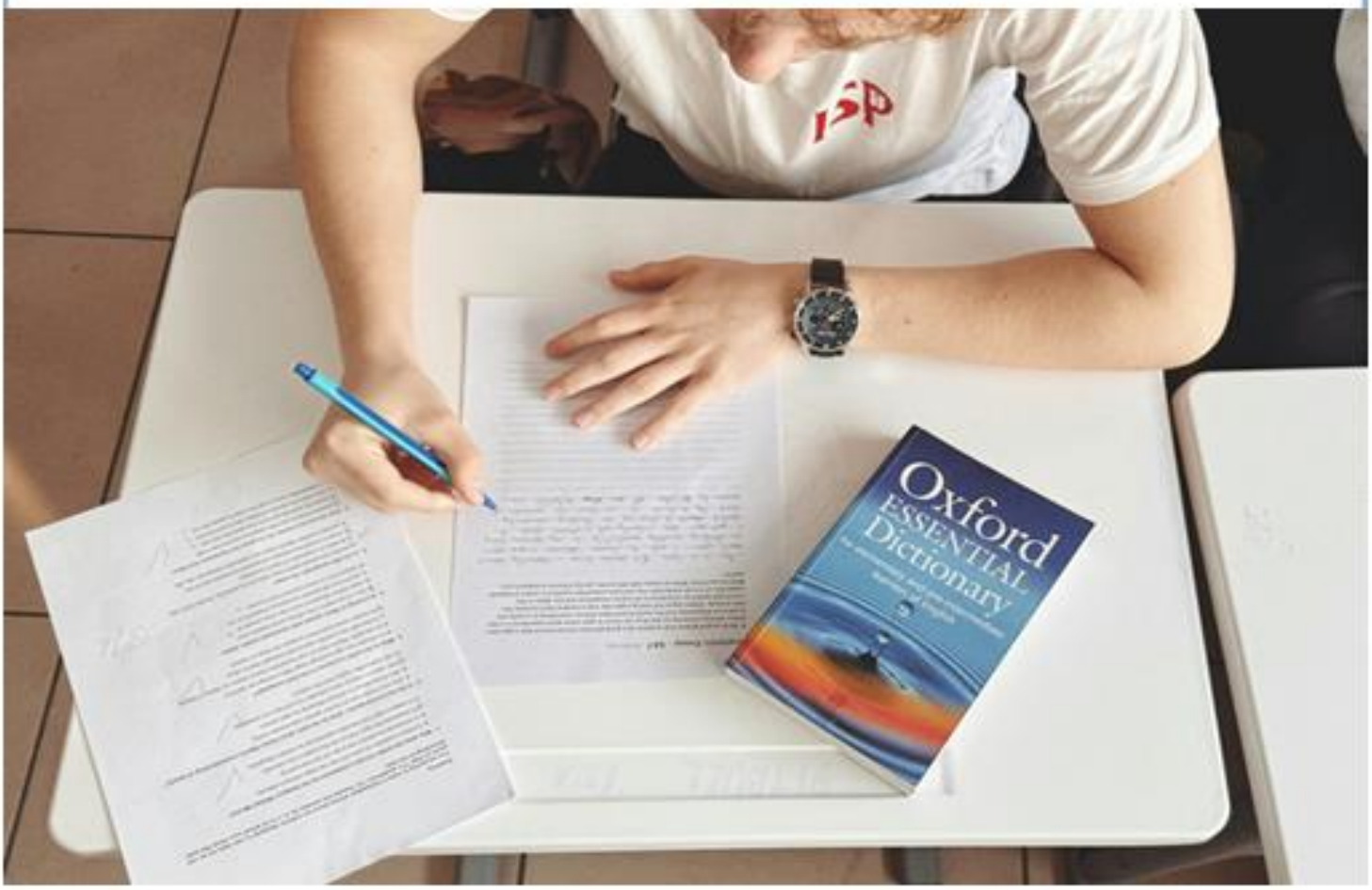
EDITORIAL RUNAIKI

TEACHING ENGLISH IN THE AGE OF ARTIFICIAL INTELLIGENCE AND DIGITAL INNOVATION: STRATEGIES, TOOLS, AND FUTURE DIRECTIONS FOR ESL/EFL EDUCATION

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INTRODUCTION

The teaching and learning of English are undergoing a profound transformation driven by artificial intelligence, digital communication, mobile technologies, and the growing availability of online educational resources. What was once considered an optional complement to classroom instruction has become an integral component of contemporary English as a Second Language and English as a Foreign Language education. Learning management systems, videoconferencing platforms, mobile applications, social networks, automated assessment systems, and generative artificial intelligence now influence how learners access information, interact with others, practice language skills, receive feedback, and create knowledge.

Educational institutions have invested extensively in connectivity, digital infrastructure, virtual learning environments, software, and smart devices. Nevertheless, access to technology does not automatically result in meaningful educational improvement. Digital devices may reproduce traditional teaching practices without substantially changing the learner's experience. A printed worksheet transferred to an online platform, for example, remains essentially the same instructional activity unless the digital environment contributes new forms of interaction, personalization, collaboration, feedback, or knowledge creation.

For this reason, the central concern in technology-enhanced language education is not merely which digital tools are available, but how they are selected, integrated, and evaluated according to pedagogical purposes. Technology acquires educational value when it supports clearly defined language-learning objectives, responds to learners' needs, facilitates authentic communication, promotes autonomy, and expands opportunities for meaningful language use. The effectiveness of a digital resource

depends on the task, the teacher's methodological decisions, the learners' characteristics, and the conditions in which the activity is implemented.

Several theoretical and pedagogical frameworks have contributed to understanding this process. Computer-Assisted Language Learning has examined the use of computers and digital resources in language education, while Mobile-Assisted Language Learning has extended instruction beyond fixed classrooms by enabling portable, flexible, and ubiquitous learning. The Technological Pedagogical Content Knowledge framework emphasizes the relationship among disciplinary knowledge, pedagogy, and technology. The SAMR model—Substitution, Augmentation, Modification, and Redefinition—offers educators a means of examining whether technology merely replaces a conventional resource or enables substantial changes in the design of learning activities. DigCompEdu, in turn, addresses the digital competence that educators require to select resources, facilitate learning, assess performance, and support students' digital development.

These frameworks should not be interpreted as rigid systems for permanently classifying technologies. A digital tool does not inherently belong to a specific pedagogical level. The same application may be used to reproduce a traditional exercise, improve an existing activity, redesign collaborative work, or create a learning experience that would be difficult to accomplish without technology. Its educational contribution is determined by how teachers and learners employ it. Consequently, pedagogical intentionality must remain at the center of digital innovation.

Artificial intelligence has introduced a new stage in this transformation. Generative AI systems, intelligent tutoring platforms, conversational agents, automated speech recognition, machine translation, adaptive learning environments, and automated writing evaluation tools are changing the ways in which English is taught and practiced.

Learners can now engage in simulated conversations, request explanations adapted to their proficiency level, receive immediate pronunciation feedback, generate examples, compare grammatical structures, revise written texts, and explore vocabulary through personalized activities.

These possibilities have expanded access to individualized support, particularly in educational institutions where large class sizes and limited instructional time make sustained individual feedback difficult. Artificial intelligence can assist teachers in preparing materials, differentiating activities, designing assessment criteria, generating formative questions, and identifying areas that require further instruction. It can also support learners with different proficiency levels, learning preferences, schedules, and accessibility requirements.

However, the educational use of artificial intelligence also introduces significant concerns. AI-generated information may be inaccurate, incomplete, biased, culturally inappropriate, or linguistically misleading. Excessive dependence on automated systems may weaken critical thinking, reduce authentic interaction, or encourage superficial completion of academic tasks. Questions concerning authorship, privacy, data protection, algorithmic bias, academic integrity, intellectual property, and unequal access demand careful consideration. The adoption of AI in language education must therefore be accompanied by human supervision, ethical guidance, transparent assessment procedures, and sustained digital literacy.

The role of the English teacher remains essential within this evolving educational environment. Artificial intelligence can generate content and provide rapid responses, but it cannot fully replace pedagogical judgment, emotional support, intercultural sensitivity, classroom leadership, or the teacher's understanding of learners' social and educational realities. Teachers determine whether a technology is suitable for a particular objective,

verify the quality of generated materials, adapt activities to learners' needs, and establish the conditions for responsible participation. Rather than eliminating the teacher's role, digital innovation requires a more complex professional profile that combines linguistic knowledge, pedagogical competence, technological understanding, critical evaluation, and ethical responsibility.

Digital transformation has also changed the spaces in which English is learned. Social media and mobile technologies allow learners to interact with authentic language beyond formal lessons. Videos, podcasts, online communities, messaging applications, and digital publications expose students to diverse accents, registers, cultures, and communicative situations. Learners may participate in international exchanges, collaborate with peers, document personal experiences, and produce multimodal content for real or simulated audiences.

Digital storytelling and multimedia creation further expand these opportunities by integrating language with narrative, image, sound, movement, and interaction. Through podcasts, digital stories, videos, presentations, interactive posters, and virtual exhibitions, learners can use English to communicate ideas, represent experiences, and construct meaning. These activities move language learning beyond isolated grammar practice and promote communicative competence, creativity, collaboration, and multimodal literacy.

Assessment has been transformed as well. Technology-based assessment enables teachers to collect evidence through online quizzes, digital portfolios, recorded presentations, collaborative documents, interactive tasks, and learning analytics. Automated systems may provide immediate feedback on grammar, vocabulary, pronunciation, coherence, and task completion. Nevertheless, automated scores must not be accepted without critical review. Effective assessment requires validity, reliability, transparency, fairness, and alignment with learning objectives. Human interpretation

remains necessary, particularly when evaluating creativity, argumentation, communicative effectiveness, intercultural awareness, and the responsible use of artificial intelligence.

Teaching English in the Age of Artificial Intelligence and Digital Innovation: Strategies, Tools, and Future Directions for ESL/EFL Education examines these developments through six interconnected chapters. The first chapter analyzes digital transformation in English language education and the evolution from conventional instruction to technology-mediated learning. The second explores the educational applications of artificial intelligence for language teaching and learning. The third examines social media and mobile technologies in ESL/EFL environments. The fourth addresses digital storytelling, multimedia, and learner-generated content. The fifth focuses on technology-based assessment and feedback. The final chapter discusses emerging trends, ethical concerns, institutional challenges, and possible directions for the future of English language teaching.

The perspectives presented in this volume are informed by academic research, pedagogical theory, professional experience, and educational practices developed in higher education institutions in Ecuador, including the Universidad Estatal del Sur de Manabí, the Universidad Laica Eloy Alfaro de Manabí, and the Universidad Técnica de Manabí. These institutional experiences contribute a Latin American perspective to international discussions concerning artificial intelligence, digital competence, language education, and educational equity.

The book is intended for English teachers, teacher educators, undergraduate and postgraduate students, researchers, curriculum designers, educational administrators, and institutional leaders interested in the responsible integration of technology into ESL/EFL education. Each chapter connects conceptual foundations with practical applications,

classroom strategies, digital resources, ethical considerations, and future research directions. The purpose is not to promote technology as an end in itself, but to examine how digital innovation can contribute to more interactive, inclusive, personalized, and communicatively meaningful learning experiences.

Ultimately, the future of English language education will not be determined solely by the sophistication of artificial intelligence systems or the availability of digital devices. It will depend on the capacity of educators and institutions to make informed pedagogical decisions, protect human agency, promote critical and ethical technology use, and ensure that innovation responds to educational rather than purely technological priorities. When integrated with reflection, professional competence, and a commitment to equitable learning, artificial intelligence and digital innovation can broaden the possibilities for teaching English while preserving the human relationships that remain fundamental to education.

Chapter 1: Digital Transformation In English Language Education

Opening Reflection

Imagine two English classes.

In the first class, students open a printed textbook, copy a list of verbs, complete ten sentences, and submit their answers to the teacher. In the second class, students open the same exercise on a digital platform, type their answers, and receive an automatic score.

At first glance, the second lesson appears more modern because it uses technology. However, the learning process has changed very little. Students are still completing isolated sentences, the teacher still determines the entire sequence, and the final product remains a grammar exercise.

Now imagine a third class. Students interview people in their community about memorable past events. They record the interviews, transcribe selected parts, identify the past-tense forms used by the speakers, and create a short digital story in English. Their classmates review the story, provide feedback, and discuss how accurately and effectively the language communicates the experience.

The third lesson does more than replace paper with a screen. Technology supports communication, collaboration, language production, revision, creativity, and connection with the learners' social environment.

This difference illustrates the central idea of this chapter:

Digital transformation does not occur simply because technology is present. It occurs when technology contributes to a meaningful redesign of teaching and learning.

What You Will Learn

By the end of this chapter, readers will be able to:

- Explain digital transformation in English language education.
- Distinguish digitization, digitalization, and pedagogical transformation.
- Recognize the historical development of technology-supported English teaching.
- Describe the main characteristics of Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL).
- Identify the digital competencies required by English teachers and learners.
- Use TPACK, SAMR, and DigCompEdu as complementary planning resources.
- Design digital activities for listening, speaking, reading, writing, vocabulary, grammar, and pronunciation.
- Evaluate accessibility, inclusion, privacy, and equity when selecting digital resources.
- Redesign a conventional English lesson as a meaningful, digitally mediated experience.

1.1. English Language Education in a Changing Digital World

English language education has always been influenced by the communication technologies available in each historical period. Printed books expanded access to written texts. Audio recordings allowed learners to hear voices beyond their immediate communities. Language laboratories introduced controlled listening and pronunciation

practice. Computers later provided interactive exercises, multimedia materials, electronic dictionaries, and communication across geographical distances.

The current stage is broader and more complex. English learners can participate in videoconferences, listen to podcasts, read international publications, exchange messages with speakers from other countries, create videos, collaborate on shared documents, consult digital corpora, record their pronunciation, and receive automated feedback. Learning is no longer restricted to a classroom, a printed textbook, or a fixed timetable.

Digital technologies have increased access to educational content and communication, but their influence is not automatically positive. UNESCO emphasizes that technology should be evaluated according to its relevance, equity, sustainability, and contribution to learning. It can expand educational opportunities, but it can also increase inequality, distraction, dependence, surveillance, and exclusion when it is adopted without adequate planning.

For English teachers, this transformation raises an important question:

How can digital resources be used to increase meaningful exposure to English, active communication, interaction, feedback, and learner responsibility?

The answer cannot be reduced to a list of applications. Platforms change, services disappear, devices become obsolete, and new tools emerge rapidly. A teacher who bases a lesson entirely on a particular application may face difficulties when the application changes its conditions, introduces fees, or is no longer available.

A more sustainable approach begins with pedagogy. The teacher first identifies what learners need to understand or perform. The teacher then designs the learning process, determines the evidence students will produce, and selects a digital resource only when it supports those decisions.

Pedagogy Before Technology

A productive planning sequence is:

1. Identify the language need.
2. Define the learning objective.
3. Select the communicative task.
4. Determine how learners will interact.
5. Establish the expected evidence.
6. Choose the digital resource.
7. Plan feedback and assessment.
8. Verify accessibility, privacy, and technical feasibility.

This sequence prevents technological novelty from replacing educational purpose.

Example:

A teacher wants students to improve their ability to give directions in English.

A technology-first decision would be: "I want to use an interactive map because it looks attractive."

A pedagogy-first decision would be: "Students need to give and follow clear directions using imperatives, prepositions of place, landmarks, and sequence expressions.

An interactive map can support this objective by allowing pairs to design and explain real routes."

The digital map is not the objective. It is a resource used to create a communicative situation.

1.2. What Does Digital Transformation Mean?

The expressions digitization, digitalization, and digital transformation are frequently used as if they had the same meaning. For the purposes of this chapter, they represent different degrees of change.

Tabla 1

Digitization, Digitalization, and Digital Transformation

Concept	General Meaning	Example in English Teaching
Digitization	Converting physical information into a digital format.	Scanning a printed reading passage and saving it as a PDF.
Digitalization	Using digital tools to improve or automate an existing process.	Uploading the reading passage to a platform with audio, hyperlinks, and automatic questions.
Digital Transformation	Redesigning teaching, interaction, assessment, or content creation through purposeful technology use.	Students investigate a local issue, consult digital sources in English, interview participants, collaborate online, and publish a multimedia report for a real audience.

Note: *The distinction is pedagogical rather than absolute. One activity may include elements of all three processes.*

Digitization is useful. A digital copy may be easier to distribute, store, enlarge, search, or access through assistive technology. Digitalization can also save time and improve organization. Automatic marking, online submission, audio support, and embedded dictionaries may strengthen an existing task. However, neither process necessarily changes the role of the learner.

Digital transformation involves deeper changes in one or more of the following elements:

- The learning objective.
- The structure of the task.
- The type of interaction.
- The sources of information.
- The role of the teacher.
- The responsibility of the learner.
- The form of feedback.
- The audience and the final product.
- The place and time in which learning occurs.

Digital transformation is therefore pedagogical, organizational, and cultural. It involves not only devices and software but also curriculum planning, teacher development, institutional policies, technical assistance, accessibility, data protection, assessment practices, and educational leadership. The OECD describes effective digital education as an ecosystem in which infrastructure, governance, human capacity, educational resources, and institutional decisions operate together.

A Simple Test

A teacher can examine a digitally mediated activity by asking:

- What can students now do that they could not do before?
- Has interaction increased?
- Are learners making more decisions?
- Is the language being used for a meaningful purpose?
- Does feedback arrive at a useful moment?
- Is the final product intended for an authentic audience?
- Does technology improve accessibility?
- Is the additional complexity justified by the learning benefit?

When the answer to most of these questions is no, the activity may be digital, but it has not necessarily become transformative.

1.3. From the Traditional Classroom to Digital Learning Environments

Digital transformation does not require the disappearance of face-to-face teaching. Traditional classrooms continue to offer direct communication, immediate social interaction, observation of learner responses, and opportunities for spontaneous support. The change lies in the expansion of the learning environment. English can be practiced before, during, and after the scheduled lesson. Learners can access explanations, examples, audio, feedback, peers, and authentic materials from multiple locations.

Tabla 2

Main Learning Modalities

Modality	Description	Example
Technology-supported face-to-face learning	Digital resources are used within a conventional classroom.	Students complete a live vocabulary poll and discuss the results.
Blended learning	Face-to-face instruction is combined with planned online learning.	Students study a video lesson before class and use class time for conversation practice.
Synchronous online learning	Teacher and learners interact online at the same time.	Students participate in a videoconference debate.
Asynchronous learning	Participants complete activities at different times.	Students contribute to a digital discussion forum during the week.
Hybrid participation	Some students participate physically while others connect remotely.	A guest speaker joins an on-campus class through videoconferencing.
Mobile learning (MALL)	Learning activities are completed through portable devices in different locations.	Students record examples of English used in public spaces.
Ubiquitous learning (u-learning)	Learning is integrated across times, places, resources, and everyday experiences.	Students collect, analyze, and discuss English-language information throughout a community project.

Note. *The modality should respond to the learning objective and the learners' conditions. It should not be selected only because it is technologically possible.*

Each modality requires different forms of planning. A successful face-to-face lesson cannot simply be transferred to a video conference without modification. Online learners may experience connection problems, reduced visual contact, cognitive fatigue, domestic distractions, or limited opportunities to speak. In the same way, asynchronous learning requires instructions that are completely understandable without immediate teacher explanation.

Teaching Principle:

The modality should respond to the learning objective and the learners' conditions. It should not be selected only because it is technologically possible.

Example: Learning Before, During, and After Class

Before class: Students watch a three-minute video about sustainable transportation and write down five unfamiliar expressions.

During class: Groups use the expressions to discuss transportation problems in their city.

After class: Each group records a one-minute recommendation and uploads it for peer feedback.

The lesson uses time more flexibly. Initial exposure occurs before the meeting, interaction takes place during class, and production continues afterward.

1.4. The Evolution of Technology in English Language Teaching

The use of technology in language education did not begin with smartphones or artificial intelligence. Its development reflects historical shifts in both technology and theories of language learning. Warschauer and Healey described three broad stages in Computer-Assisted Language Learning: behaviorist, communicative, and integrative CALL. These stages should not be interpreted as completely separate periods because older practices often continue alongside newer ones. Nevertheless, they help readers understand how the role of computers in language teaching has evolved.

Tabla 3

Evolution of Technology-Supported Language Learning

Stage	Main Technological Use	Typical Activity	Learner Role
Behaviorist CALL	Repetition, drills, and controlled grammar practice.	Selecting the correct verb form in a closed exercise.	Responding to predetermined stimuli.
Communicative CALL	Language practice through meaningful tasks.	Completing a digital problem-solving activity.	Using language to express meaning.
Integrative CALL	Multimedia, internet communication, and combined skills.	Researching, discussing, and producing multimedia content.	Collaborating and creating text/media.
Networked and Mobile Learning	Social communication, cloud collaboration, mobile access.	Participating in exchanges across times and places.	Learning across formal and informal spaces.
Intelligent and Adaptive Learning	Automated feedback, personalization, speech recognition, and generative systems.	Practicing pronunciation or receiving individualized writing support.	Interacting with human and automated assistance.

Note. *These stages represent historical shifts in technology and learning theories, though older practices often continue alongside newer ones.*

Early CALL programs frequently emphasized repetition and formal accuracy. The computer presented a stimulus, the learner selected or typed an answer, and the program confirmed whether the response was correct. Such activities remain useful for limited purposes, such as repeated practice with irregular verbs, spelling, or vocabulary recognition. The problem appears when repetition becomes the entire learning experience.

Communicative CALL introduced activities in which language was used to exchange information, solve problems, and complete tasks. Integrative CALL later brought together text, sound, image, video, hyperlinks, and internet communication.

Current language learning environments combine many of these functions. A single platform may include explanations, exercises, video communication, collaborative writing, assessment analytics, and content creation tools. Research has generally found that computer-supported language instruction can produce positive learning effects, but effectiveness depends on instructional design, learner characteristics, duration, feedback, and the quality of implementation. A meta-analysis of computer-supported language instruction reported a small but statistically significant overall advantage for technology-supported pedagogy, while also emphasizing substantial methodological variation among studies.

The educational lesson is clear: Technology can contribute to language learning, but the device alone does not explain the outcome.

1.5. Computer-Assisted Language Learning (CALL)

Computer-Assisted Language Learning refers broadly to the use of computers and related digital technologies to support language teaching and learning. CALL includes more than exercises completed on a desktop computer. It may involve:

- Learning management systems (LMS).
- Digital dictionaries and electronic corpora.

- Pronunciation software and speech recognition.
- Videoconferencing and collaborative cloud documents.
- Online discussion forums and multimedia materials.
- Language-learning games and digital portfolios.
- Virtual simulations and automated feedback systems.

What Makes CALL Pedagogically Valuable?

CALL becomes educationally meaningful when it helps learners:

1. Receive comprehensible linguistic input.
2. Interact actively with other people.
3. Notice specific linguistic forms in context.
4. Practice repeatedly without social embarrassment.
5. Receive timely, targeted feedback.
6. Revise and refine their production.
7. Work at an appropriate, individualized pace.
8. Combine different language skills (reading, writing, listening, speaking).
9. Access authentic or realistic communication.
10. Reflect critically on their own progress.

CALL and Language Input

Digital environments can provide learners with large amounts of written and spoken English. Video, audio, subtitles, transcripts, dictionaries, glossaries, and adjustable playback can make input easier to understand. However, providing more

content does not guarantee learning. Students need a clear purpose for listening or reading. They also need activities that guide attention and help them process meaning.

Example: Listening With a Purpose

- Weak design: Students watch a ten-minute video and answer, "Did you like it?"

- Improved design: Before watching, students predict three ideas from the title. During the first viewing, they identify the speaker's main position. During the second viewing, they record specific supporting arguments. Afterward, they compare notes and prepare an oral response.

The second sequence gives learners a reason to listen and a method for organizing information.

CALL and Feedback

Computers can provide immediate feedback on closed-ended items, spelling, vocabulary, and some grammatical forms. Immediate feedback allows students to identify errors without waiting for the next class. Nevertheless, automated feedback has limits. A system may identify an incorrect answer but fail to explain why it is incorrect. It may also focus on surface accuracy while ignoring meaning, organization, politeness, creativity, or appropriateness.

Teachers should therefore distinguish among different types of feedback:

- Verification feedback: Stating whether an item is correct or incorrect.
- Explanatory feedback: Explaining why the response is inaccurate.

- Strategic feedback: Suggesting how to improve the learning process or strategy.
- Communicative feedback: Evaluating whether the message successfully communicates its intent.
- Reflective feedback: Guiding what the learner should examine or study next.

Classroom Example: Past Experiences

Language level: A2–B1

Objective: Narrate a past experience using chronological connectors and past-tense forms.

- Sequence:

1. Students listen to a short digital story.
2. They place events in chronological order.
3. They identify expressions such as first, later, after that, and finally.
4. Pairs prepare questions about a memorable experience.
5. Students interview each other and record the conversation.
6. Each learner creates a brief written narrative from the interview.
7. Partners review verb forms and sequence expressions using collaborative annotations.
8. Students revise and publish the final version in a class digital collection.

Technology supports listening, recording, writing, peer review, revision, and publication. The learning objective remains language development rather than digital production itself.

1.6. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning refers to language learning supported by portable devices such as smartphones and tablets. Early mobile activities frequently delivered short vocabulary lists, quizzes, and audio files. MALL later expanded toward communication, collaboration, learner-generated content, and learning across multiple locations. Kukulska-Hulme and Shield described this movement from content delivery toward supported interaction and collaboration.

Mobile devices are especially relevant because they often remain close to learners throughout the day. They contain cameras, microphones, audio players, messaging services, dictionaries, location tools, and internet access in a single device. Chinnery identified the educational possibilities of portable technologies for extending language learning, while also noting limitations related to small screens, technical conditions, and task design.

What Mobility Adds

Mobility can allow students to:

- Learn in short, flexible periods (micro-learning).
- Record language use outside the traditional classroom.
- Connect learning with real, physical places.
- Capture original images and sounds for linguistic tasks.
- Communicate immediately with classmates and teachers.
- Review materials whenever and wherever needed.

- Participate equitably from different locations.
- Create authentic evidence from everyday experiences.

Mobility does not mean that learners should remain connected constantly. Nor does it mean that every activity should be completed on the phone. A long academic reading, a complex data table, or an extended essay may be difficult to manage on a small screen.

Teaching Tip:

Select a mobile device when portability, recording, location, immediate access, or real-time communication strengthens the task. Do not select it merely because students own phones.

Classroom Example: English Around Us

Objective: Identify and evaluate English words and expressions used in the local community.

- Procedure:

1. Students photograph examples of English on signs, products, menus, advertisements, or public information within their community.
2. They record the precise location where each example was found.
3. Groups classify the examples by function: information, persuasion, branding, tourism, entertainment, or commerce.
4. Students examine spelling, grammar, meaning, and contextual appropriateness.
5. Each group creates a digital exhibition titled "English Around Us."

6. Learners present their observations and recommend linguistic corrections when necessary.

The phone is used as a fieldwork instrument rather than only as a screen for automated exercises.

Mobile Activity Design Checklist

Before assigning a mobile task, the teacher should verify:

1. Is the objective primarily linguistic and observable?
2. Can the activity be easily completed on a small screen?
3. Is high-speed internet access essential, or can it be completed offline?
4. Is there a viable low-tech or offline alternative?
5. Will students use personal data, location tracking, or private images?
6. Is explicit permission required before recording another person?
7. How much storage space or mobile data will the activity consume?
8. What specific evidence will students submit?
9. How will feedback be provided?
10. Can learners without an adequate device participate fully and equitably?

1.7. Digital Competence for English Teachers

Knowing how to operate a device is only one basic part of digital competence. English teachers also need to understand how technology interacts with language content, teaching methods, learner characteristics, assessment, inclusion, and professional responsibility. DigCompEdu, the European Framework for the Digital Competence of Educators, organizes educator competence into six areas and 22 specific competencies.

The framework emphasizes that professional digital competence extends far beyond technical operation.

Tabla 4

Areas of Teacher Digital Competence

Area	Application in English Education
Professional engagement	Communicating professionally, participating in peer networks, and continuously developing teaching knowledge.
Digital resources	Finding, evaluating, creating, adapting, organizing, and sharing materials responsibly.
Teaching and learning	Managing digital interaction, collaboration, guidance, and learner participation.
Assessment	Collecting learning evidence and providing formative feedback through appropriate digital methods.
Empowering learners	Supporting accessibility, differentiation, inclusion, and active engagement.
Facilitating learners' digital competence	Helping students communicate, create content, evaluate information, and behave responsibly online.

Note. Adapted from the European Framework for the Digital Competence of Educators (DigCompEdu).

Digital Competence in an English Lesson

Consider a teacher who uses an online video. Basic technical competence allows the teacher to open and play the video. Broader professional pedagogical competence allows the teacher to:

- Verify the accuracy and reliability of the source.
- Examine linguistic difficulty and lexical density.
- Check cultural representation and diversity.
- Activate and verify subtitles or transcripts when necessary.
- Prepare meaningful pre-viewing and post-viewing activities.

- Consider students with hearing or visual difficulties by providing alternatives.
- Create a low-bandwidth alternative (e.g., audio-only or static text).
- Cite the source appropriately according to academic standards.
- Protect learners from inappropriate advertising or external tracking links.
- Assess what students actually learned from the video.

The second example illustrates digital competence as informed pedagogical judgment.

Teacher Self-Assessment

Read each statement and rate yourself from 1 to 4 (1 = need substantial support; 4 = can support other teachers):

1. I select digital resources according to language objectives.
2. I verify the accuracy and origin of online materials.
3. I create accessible digital documents (headings, alt text).
4. I design online interaction that requires meaningful English use.
5. I provide alternatives for learners with limited connectivity.
6. I use digital evidence to improve my daily instruction.
7. I explain privacy and responsible online behavior to my students.
8. I evaluate automated feedback before recommending it to learners.
9. I design activities that promote learner creation rather than passive consumption.
10. I reflect on whether technology has actually improved the learning process.

A low rating is not a failure; it identifies a precise area for continuous professional development.

Professional Development as a Continuous Process

Digital competence cannot be completed through a single isolated workshop. Technologies change, institutional systems evolve, and new ethical questions emerge. Professional learning should therefore include:

- Guided practice and experimental lesson design.
- Classroom experimentation and action research.
- Peer observation and collaborative feedback.
- Collaborative problem-solving among faculty members.
- Reflection on actual student evidence and products.
- Technical and pedagogical assistance.
- Opportunities to revise and improve unsuccessful activities.

Professional development is significantly more effective when it addresses real teaching needs rather than presenting disconnected lists of software applications.

1.8. Digital Competence for English Learners

Students who use social networks, video platforms, or messaging applications are not automatically competent digital learners. Familiarity with entertainment or casual communication does not guarantee the ability to evaluate information, protect personal data, collaborate academically, create accessible content, or use technology responsibly.

The current DigComp framework organizes citizen digital competence around information and data literacy, communication and collaboration, content creation, safety, and problem-solving. Recent updates incorporate emerging concerns related to artificial intelligence, disinformation, cybersecurity, digital wellbeing, and rights.

What English Learners Need to Develop

English learners should learn to:

2. Search for reliable information using appropriate English expressions.
3. Distinguish reliable, promotional, manipulated, and inaccurate content.
4. Compare and synthesize information from several independent sources.
5. Communicate respectfully and professionally with different audiences.
6. Protect personal details, images, recordings, and passwords.
7. Collaborate without deleting or misrepresenting another person's work.
8. Cite digital sources accurately.
9. Create structured texts, audio, video, and multimedia content.
10. Recognize copyright, fair use, and licensing restrictions (Creative Commons).
11. Evaluate automated corrections and AI-generated information critically.
12. Manage screen time and maintain digital wellbeing.
13. Request help when they encounter harmful, suspicious, or discriminatory content.

Digital competence and language competence can develop together.

Example: Evaluating an Online Article

A reading activity can require students to examine: the title, the author, the publisher, the date, the supporting evidence, the underlying purpose, the language used to persuade, the presence of hidden advertisements, and the relationship between the headline and the actual content. Students practice English reading strategies while simultaneously learning to evaluate information literacy.

A Responsible Learner Does Not Accept Every Automatic Correction

A spelling checker, translation system, or automated writing assistant may produce useful recommendations. It may also introduce a word that changes the intended meaning or a sentence that is completely inappropriate for the situation. Learners should ask:

- Does this correction preserve my exact meaning?
- Can I explain the grammatical structure of the new expression?
- Is the tone appropriate for my target audience?
- Would I be able to use this structure independently in the future?
- Am I still the primary author of the final text?

1.9. Pedagogical Frameworks for Technology Integration

Frameworks help educators organize their decisions. They are not rigid formulas that automatically create effective lessons, nor should they be treated as competing systems where one must replace all others. Three useful frameworks for this chapter are TPACK, SAMR, and DigCompEdu.

1.9.1 TPACK: Connecting Content, Pedagogy, and Technology

The Technological Pedagogical Content Knowledge framework, commonly known as TPACK, explains the structural knowledge teachers need when integrating technology into teaching. It extends pedagogical content knowledge by incorporating technological knowledge and the intersections among all three areas.

The Three Main Areas:

Content Knowledge (CK): What English content will be taught? (e.g., vocabulary, grammar, pronunciation, academic writing, reading strategies, intercultural functions).

Pedagogical Knowledge (PK): How will students learn? (e.g., task-based learning, cooperative learning, project-based learning, explicit instruction, guided discovery, formative assessment).

Technological Knowledge (TK): Which digital resource can support the process? (e.g., audio recording, videoconferencing, collaborative documents, learning management platforms, electronic corpora).

TPACK in Practice:

- Content: Expressing agreement and disagreement.
- Pedagogy: Structured academic debate with preparation, participation, and reflection stages.
- Technology: Shared cloud documents for evidence collection and synchronous videoconferencing for an exchange with a partner class.

The technology is appropriate because it directly supports the linguistic content and the pedagogical method.

TPACK Planning Questions:

- What specific language knowledge or communicative ability is being developed?
- Which learning approach or method is most suitable for this content?
- What predictable difficulties are learners likely to experience?
- Which specific digital function can directly address those difficulties?
- Does the selected resource fit the learners' actual access and technical conditions?
- How will the teacher verify whether meaningful learning occurred?

1.9.2 SAMR: Examining How a Task Changes

SAMR represents four forms of technology integration: Substitution, Augmentation, Modification, and Redefinition. The model is frequently represented as a progression from enhancement to transformation. It can help teachers examine how technology alters the nature of a task.

However, SAMR should be applied critically. Researchers have questioned its strict hierarchical interpretation, its limited attention to varied social and institutional conditions, and its tendency to focus on the technological form of a task rather than the internal cognitive process. For that reason, this book adopts three core principles:

1. A digital tool does not have a permanent, fixed SAMR level.

2. A higher level is not automatically better for every single learning objective.

3. Learning evidence must be examined together with task transformation.

Tabla 5

The Same Tool Across Four SAMR Scenarios (Tool: Collaborative Cloud Document; Focus: Writing a Formal Email)

SAMR Level	Use of the Same Tool
Substitution	Students type an email in the digital document instead of writing it on paper. The underlying task remains completely unchanged.
Augmentation	Students type the email and use embedded comments, spelling support, and built-in formatting tools to improve the text layout.
Modification	Pairs jointly plan, draft, comment on, and revise the email asynchronously. The teacher observes the version history and provides real-time formative feedback.
Redefinition	Students collaborate with an international partner class or local community organization, write authentic emails for a real-world purpose, receive actual responses, and revise their communication based on the real outcome.

Note. *The tool is identical in all four scenarios. The profound difference lies in the task design, interaction, audience, feedback loop, and educational purpose.*

When Substitution Is Appropriate

Substitution is not necessarily a poor decision. Typing may improve physical accessibility, allow easier subsequent revision, or reduce paper distribution costs. A short digital grammar drill may also be perfectly suitable when the objective is rapid structural recognition. Teachers should not force every single activity toward redefinition. The appropriate level depends on the objective, available time, learner readiness, technical conditions, assessment requirements, and the actual value added by the redesign.

1.9.3 DigCompEdu: Developing Professional Capacity

DigCompEdu focuses on what educators need to do responsibly and effectively with digital technologies. While TPACK helps teachers align content, pedagogy, and technology within a lesson, DigCompEdu examines broader professional practice, resource management, assessment strategies, learner empowerment, and student digital competence. An English teacher may use DigCompEdu to examine professional communication channels, material adaptation, inclusive support, and data protection procedures.

1.9.4 Using the Frameworks Together

The three frameworks can be combined through a simple planning sequence.

Complementary Use of TPACK, SAMR, and DigCompEdu

- TPACK: Are the language content, teaching method, and technology completely aligned?
- SAMR: How does technology change the nature and boundaries of the task?
- DigCompEdu: Are the teacher's professional decisions inclusive, responsible, and educationally sound?

Combined Example:

Activity: Students create a podcast episode about local environmental challenges.

TPACK Analysis: Content (environmental lexicon, oral argumentation); Pedagogy (project-based and cooperative learning); Technology (audio recording and editing software).

SAMR Analysis: Technology allows students to produce, revise, publish, and share an oral product with a global audience rather than completing only a one-time in-class speech (Transformation).

DigCompEdu Analysis: The teacher systematically checks digital accessibility, copyright permissions, formative assessment metrics, peer collaboration protocols, and student privacy protections.

1.10 Digital Resources for English Language Skills

Digital resources should be carefully selected according to the specific cognitive and communicative demands of each language skill.

Listening

Digital audio and video provide exposure to different voices, accents, speeds, registers, and communicative situations. Useful functions include adjustable playback speed, subtitles/captions, interactive transcripts, pause/replay, embedded questions, and audio annotation.

Activity: Listening in Layers

- First listening: Identify the main global idea or communicative purpose.
- Second listening: Record specific supporting details or facts.
- Third listening: Notice pronunciation features, linking words, or vocabulary choices.
- Post-listening: Compare interpretations and respond orally or in writing.

Common Error: Allowing learners to read full text subtitles during every listening task may turn the activity entirely into a reading exercise. Subtitles should be systematically removed or added based on the objective and proficiency level.

Speaking and Pronunciation

Digital tools allow learners to record, review, repeat, and share oral production. This is especially valuable for students who need additional affective preparation before speaking publicly. Possible tasks include voice messages, recorded dialogues, video presentations, digital interviews, pronunciation wave comparisons, and podcast episodes.

Activity: Two-Version Recording

1. Students record a one-minute oral response to a prompt.
2. They listen to their own recording and identify one strength and two areas for improvement.
3. They review a pronunciation or structural model provided by the teacher.
4. They record a revised second version.
5. They explicitly explain what changed between the two versions.

This activity values revision and linguistic reflection rather than treating speech as a one-time performance.

Common Error: Using automated speech-recognition results as the absolute measure of pronunciation quality. A system's inability to recognize a specific word does not always mean that the learner's pronunciation is socially unacceptable. Teacher and peer listening remain structurally necessary.

Reading

Digital reading can include hyperlinks, multimedia context, digital annotation, search functions, built-in glossaries, and adaptable display options.

Activity: Compare the Headlines

Students read three separate digital headlines about the exact same global event. They critically examine vocabulary choices, emotional tone, emphasis, and omitted information. They predict how each article frames the event before reading the full texts.

Common Error: Assuming that access to more information automatically produces better comprehension. Learners need specific strategies for selecting, filtering, organizing, and evaluating digital information.

Writing

Digital writing environments make planning, drafting, peer commenting, revision histories, and publication visible.

Activity: Visible Revision

Students submit three distinct stages of a task: (1) the initial individual draft, (2) the peer-reviewed version with visible comments, and (3) the final text accompanied by a short-written explanation of the revisions made. Assessment metrics include both the final product and the active writing process.

Common Error: Allowing automated spelling and grammar corrections to replace learner reflection. Students should be required to explain important corrections and demonstrate that they understand the underlying grammar rules.

Vocabulary

Digital resources support repetition, active retrieval, multimedia associations, contextual examples, and spaced review. A strong vocabulary activity must explicitly address meaning, pronunciation, spelling, grammatical behavior (part of speech), common collocations, and communicative use.

Activity: Vocabulary in the Community

Students collect five words or expressions related to local tourism in Manabí. For each word, they provide: a technical definition in English, an original photograph, an example sentence connected to their region, a common lexical collocation, an audio pronunciation recording, and a sentence used in a real tourism recommendation.

Common Error: Equating vocabulary learning with memorizing bilingual translations. Learners need to know how words behave structurally in phrases and real communication.

Grammar

Digital grammar practice provides immediate corrective feedback and repeated practice. It becomes pedagogically valuable when controlled practice leads directly to communicative use.

Three-Stage Grammar Sequence:

1. Notice: Students identify and highlight the target form within an authentic text or recording.
2. Practice: Students complete guided, interactive activities to solidify structural understanding.
3. Communicate: Students use the target form to exchange real, meaningful information.

Example (Target Form: Present Perfect):

1. Notice examples of the structure within a professional travel blog.
2. Complete a short, interactive exercise with immediate explanatory feedback.
3. Interview classmates using "Have you ever...?" to collect data.

4. Create a shared class map of regional or international experiences.

Common Error: Stopping after automatic, closed-ended digital exercises. Grammar becomes communicative only when students actively use it to express personal meaning.

Tabla 6

Planning Digital Language Activities (Summary Matrix)

Skill	Digital Function	Communicative Task	Learning Evidence
Listening	Replay and transcript	Identify and respond to arguments	Notes and oral response evidence.
Speaking	Audio recording	Present a professional recommendation	Initial and revised recordings evidence.
Reading	Digital annotation	Compare conflicting viewpoints	Annotated texts and discussion evidence.
Writing	Collaborative editing	Produce a team report	Drafts, comments, and final text evidence.
Vocabulary	Spaced review / multimedia	Create a thematic regional glossary	Glossary and communicative use evidence.
Grammar	Immediate feedback	Interview classmates	Recorded or written interaction evidence.

Note. *The matrix aligns technological features with task-based language pedagogy to ensure digital resources directly support the targeted linguistic skill*

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1.11 Interaction, Collaboration, and Learner Autonomy

Digital transformation can significantly increase learner participation, but interaction must be intentionally designed. Placing students in an online group does not guarantee collaboration; one learner may complete the entire task while others remain passive.

Meaningful Digital Interaction Requires:

- A shared, clearly defined objective.
- Clear individual responsibilities and roles.
- A structural reason to exchange information (information gap).
- Individual and group accountability.
- An expected collaborative product.
- Continuous teacher monitoring and formative guidance.
- Structured reflection on group participation.

Example: Information-Gap Task

Student A receives data about one ecotourism destination in Manabí. Student B receives data about another. They must communicate exclusively in English to compare costs, transport, activities, and environmental impact before jointly selecting the most suitable destination for a specific visitor profile. Neither student can complete the task alone.

Collaboration Roles within a Group Project:

1. Language Reviewer (checks accuracy and tone).
2. Information Verifier (checks sources and facts).

3. Discussion Coordinator (manages timelines and participation).
4. Digital Editor (manages formatting and technical layout).
5. Accessibility Reviewer (checks captions, contrast, and alt text).

Roles should rotate systematically across projects so that all learners develop balanced digital and professional abilities.

Learner Autonomy

Autonomy does not mean learning in isolation without a teacher. It means that students gradually develop the self-regulation capacity to establish personal learning goals, select appropriate cognitive strategies, monitor their own progress, request assistance when needed, evaluate digital resources critically, manage time effectively, and reflect on learning outcomes.

Reflection Questions for Learners:

After completing a digital task, students should answer:

- What specific language concept did I learn today?
- Which digital strategy or tool helped me the most?
- What unexpected difficulty did I experience, and how did I solve it?
- Which specific feedback (peer, teacher, or automated) did I apply?
- What would I do differently next time to improve my performance?

1.12 Inclusion, Accessibility, and the Digital Divide

Digital education is not equitable when participation depends on expensive high-end devices, continuous high-speed internet, advanced technical skills, or inaccessible materials. UNESCO reports that technology can substantially improve access and participation for learners with disabilities, particularly through assistive technologies. At the same time, equipment costs, infrastructure limitations, and unequal connectivity continue to restrict participation. In Latin America, access, connectivity quality, teacher preparation, and opportunities to develop digital competencies remain profoundly uneven.

The Digital Divide Has Several Dimensions:

- Access to reliable electricity.
- Internet availability and connection speed (bandwidth).
- Cost of mobile data packages.
- Device quality and processing capacity.
- Availability of a quiet, dedicated study space.
- Individual digital competence and literacy.
- Accessible design of educational platforms.
- Institutional technical support.
- Confidence and self-efficacy in using technology.

Two students may both own smartphones but experience completely different learning realities. One may have an unlimited home fiber connection and a modern computer, while another shares an older phone with family members and depends entirely on prepaid mobile data.

Principles for Inclusive Digital Design:

1. Provide downloadable, offline-compatible, and low-bandwidth materials.
2. Avoid unnecessarily large video or image files.
3. Include complete transcripts for all audio resources.
4. Include accurate closed captions for all video content.
5. Add descriptive alternative text (alt text) to all meaningful images.
6. Use readable font sizes and clear color contrast ratios.
7. Organize text documents logically using hierarchical headings.
8. Allow flexible and sufficient completion times for tasks.
9. Provide multiple modalities for participation and evidence submission.
10. Avoid requiring students to publish personal or identifiable information publicly.
11. Test all digital materials on a mid-range mobile phone before assignment.

Tabla 7

Removing Digital Barriers (Action Matrix)

Barrier	Possible Response / Action
Unstable connection	Allow downloadable materials and asynchronous submission.
Limited mobile data	Provide compressed audio, text alternatives, and low-bandwidth options.
No personal computer	Design mobile-compatible tasks or organize shared on-campus access.

Barrier	Possible Response / Action
Hearing difficulty	Provide accurate captions and text transcripts for all media.
Visual difficulty	Use structured documents, alternative text, and screen-reader-compatible formats.
Low digital confidence	Provide step-by-step illustrated instructions and guided practice.
Limited speaking privacy	Permit flexible recording schedules or alternative oral formats.
Shared family device	Extend deadlines and avoid synchronous connection requirements.

Note. *Accessibility compliance should be built into instructional planning from the absolute beginning to ensure equitable learning environments.*

Inclusion Is Part of Lesson Quality

Accessibility should never be added as an afterthought; it must be considered from the absolute beginning of instructional planning. A lesson cannot be considered innovative if some learners are unable to enter the platform, interpret the instructions, access the media, or submit their evidence.

1.13 Challenges and Ethical Responsibilities

Privacy and Personal Data

Educational platforms may collect names, email addresses, locations, voice recordings, and performance data. Before using an external digital service, teachers must ask: What information is collected? Who owns and accesses it? Is a public profile required? Can students use secure institutional accounts? Are recordings stored safely? Can content be completely deleted? Is there an institutionally approved alternative? Students should never be forced to surrender unnecessary personal information to complete a basic language activity.

Copyright and Authorship

Digital availability does not mean that every image, text, video, or song may be copied freely. Learners must be explicitly taught to identify the creator, cite the source accurately, use openly licensed materials (Creative Commons), distinguish legitimate quotation from paraphrase, and recognize their own ethical responsibilities as content creators.

Distraction and Cognitive Overload

A digital lesson can contain so many hyperlinks, animations, notifications, and interactive elements that students lose sight of the primary linguistic objective. A simple resource used well is infinitely more effective than a complex platform containing unnecessary features. Teachers should remove any element that does not directly support comprehension, practice, interaction, feedback, or accessibility.

Academic Integrity

Digital tools make it easier to copy, translate, automatically generate, and modify text. Prohibition alone is completely insufficient. Teachers should redesign tasks so that students must demonstrate their internal cognitive process. Strategies include requiring intermediate drafts, including mandatory oral explanations, using highly localized or personal examples, assessing revision decisions, and incorporating reflective self-assessment.

Teacher Workload

Technology may save time in distribution, but it may also increase messages, platform management, troubleshooting, resource preparation, and expectations of constant availability. Institutions must provide technical assistance, realistic communication policies, continuous professional development, protected planning time, approved platforms, and clear data-protection procedures. Digital transformation should never depend solely on the unpaid additional work of individual teachers.

Human Interaction

UNESCO argues that digital technologies should support education based on human interaction rather than attempt to replace it. Language is fundamentally social. Learners need encouragement, negotiation of meaning, empathy, humor, cultural interpretation, spontaneous response, and a sense of belonging. Technology may extend these experiences, but it should never remove the human relationships through which language becomes meaningful.

1.14 A Practical Model for Transforming an English Lesson

Original Lesson (Traditional)

Topic: Tourism vocabulary (Level B1).

Objective: Use vocabulary related to places, transportation, accommodation, and activities.

Activity: Complete textbook sentences and write a short paragraph about a destination.

The traditional activity provides vocabulary practice but offers limited interaction, authentic research, real audience, or meaningful revision.

Redesigned Lesson (Transformative): "A Responsible Travel Proposal"

Students work in collaborative teams to design a realistic two-day responsible travel proposal for international visitors coming to Manabí.

Tabla 8

Transformation of the Lesson

Element	Original Version	Redesigned Version
Objective	Practice tourism vocabulary.	Use tourism language to inform and persuade an audience.
Sources	Printed textbook.	Local information, interactive maps, interviews, and selected digital sources.
Interaction	Individual text work.	Collaborative planning and peer consultation.
Product	Short static paragraph.	Accessible multimedia travel proposal.
Audience	The teacher only.	Classmates, community members, or a simulated visitor group.
Feedback	Final summative correction.	Continuous peer, teacher, and self-assessment.
Learner Decisions	Very few.	Destination, itinerary, evidence media, language style, and presentation format.
Language Use	Controlled grammar.	Integrated reading, writing, listening, and speaking.

Note. *The comparison highlights the shift from passive task enhancement (Substitution/Augmentation) to authentic learning redesign (Modification/Redefinition).*

And below, here is the clean block of text from the sequence that appears immediately after the table, so you don't lose it:

Lesson Sequence:

Stage 1 (Explore): Students examine authentic examples of tourism media and identify useful vocabulary and persuasive expressions.

Stage 2 (Investigate): Teams select a local destination and gather data about transportation, costs, cultural value, environmental responsibility, and safety.

Stage 3 (Plan): Students design a detailed itinerary and allocate individual group responsibilities.

Stage 4 (Create): Teams produce a digital brochure, short video, podcast, or narrated presentation.

Stage 5 (Review): Another team checks clarity, language accuracy, feasibility, and accessibility provisions using a checklist.

Stage 6 (Present): Teams present their proposal and answer spontaneous audience questions in English.

Stage 7 (Reflect): Each student submits a personal reflection on language learned and feedback applied.

1.15 Classroom Case: Introducing Manabí to an International Audience

Learner Profile:

- University students (B1 English level) working in groups of four.
- Mixed digital experience; access mainly through smartphones.
- Limited high-speed connectivity outside the university campus.

General Objective:

Students will produce and present an accessible digital guide in English that introduces a cultural, natural, historical, or productive feature of Manabí to an international audience.

Linguistic Objectives:

- Describe places, traditions, and processes accurately.
- Use present, past, and comparative forms appropriately.
- Express travel recommendations and conditional advice.
- Organize complex information in a logical, coherent sequence.
- Pronounce geographical names and specialized vocabulary clearly.
- Respond spontaneously to audience questions during presentations.

Digital Objectives:

- Search for, filter, and critically evaluate online information.
- Collaborate synchronously and asynchronously through a shared digital workspace.
- Create an accessible digital product following universal design principles.
- Cite sources, images, and data correctly.
- Protect personal information and respect data privacy.
- Compress media files for easier, low-bandwidth access.

Project Modality Options:

Teams may develop: a cultural route, a local food guide, a description of an ecological site, an introduction to an ancestral craft (e.g., Toquilla straw hats), a guide to a historical location, or a presentation of a community initiative.

Project Stages:

Stage 1 (Initial Question): What should an international visitor understand about this specific feature of Manabí?

Stage 2 (Language Preparation): The teacher provides linguistic models of descriptive language, recommendation structures, and sequence expressions.

Stage 3 (Information Collection): Students collect data from at least three sources, including a local participant or community member. Before recording, students must request explicit permission.

Stage 4 (Script Development): The script must include an introduction, location/background, main characteristics, environmental/economic relevance, recommendations for visitors, and source acknowledgements.

Stage 5 (Production): Teams choose an appropriate format (narrated presentation, audio guide, short documentary, digital brochure, or podcast) that fits their available equipment and connection conditions.

Stage 6 (Accessibility Review): Teams verify captions, alt text, readable font contrast, and compressed file sizes.

Stage 7 (Peer Feedback): Teams review another project to check clarity, English comprehensibility, source reliability, and respectful cultural representation.

Stage 8 (Final Presentation): Teams present the guide and answer audience questions in English.

Stage 9 (Individual Reflection): Each learner submits a short reflection explaining personal contributions, feedback used, and ethical decisions made.

Tabla 9

Assessment Rubric

Criterion	Excellent	Satisfactory	Developing	Initial
Communicative Effectiveness	Message is clear, engaging, and highly appropriate for the target audience.	Message is generally clear with minor communicative difficulties.	Meaning is partially clear; some sections require effort from the audience.	Meaning is heavily obscured; message is difficult to understand.
Language Use	Vocabulary and grammatical structures are varied, precise, and highly accurate.	Some errors occur, but communication remains entirely effective.	Frequent errors affect parts of the message and cause distraction.	Errors substantially limit communication and understanding.
Organization	Information follows a highly logical, coherent, and professional sequence.	Organization is generally understandable and predictable.	Some ideas are disconnected; transitions are missing.	Information lacks a clear structural sequence.
Oral Delivery	Speech is clear, appropriately paced, natural, and highly understandable.	Most speech is understandable; minor pacing issues.	Pronunciation or unnatural pace frequently affects global comprehension.	Speech is difficult to follow due to systematic pronunciation barriers.

Criterion	Excellent	Satisfactory	Developing	Initial
Source Use	All information and media are verified, cross-referenced, and properly cited.	Most sources are appropriate and properly acknowledged.	Some sources are incomplete, unverified, or improperly cited.	Sources are completely absent, unacknowledged, or unreliable.
Collaboration	Responsibilities are perfectly balanced, documented, and visible in the project history.	Most group members participate appropriately and complete tasks.	Participation is highly uneven; one or two members completed the majority.	Collaboration is minimal; evidence of individual work only.
Accessibility	Product provides flawless accessible alternatives (captions, transcript, alt text).	Minor accessibility improvements are needed, but media is generally usable.	Several significant barriers remain (missing transcripts, poor contrast).	Accessibility was not considered at all in the final design.
Digital Responsibility	Privacy, permissions, authorship, and respectful representation are fully addressed.	Most digital and ethical responsibilities are appropriately addressed.	Some ethical responsibilities are unclear or partially neglected.	Significant ethical concerns or copyright violations are present.

Note. *The rubric may be adapted according to the selected format, specific project modalities, and institutional student proficiency levels.*

1.16 Chapter Activities

Activity 1: Technology or Transformation?

Read each situation and decide whether it mainly represents digitization, digitalization, or digital transformation. Explain your decision.

1. A teacher scans a textbook worksheet and sends it by email.
2. Students complete an online quiz that provides immediate explanations for wrong answers.
3. Students collaborate with an international class to produce a bilingual environmental campaign.
4. A printed dictionary is replaced with an online electronic dictionary app.
5. Students create an original podcast based on interviews with local residents.
6. A teacher uploads a standard textbook chapter to the institutional learning platform.
7. Students use a shared document to systematically revise an essay through peer feedback.

Activity 2: Redesign a Traditional English Lesson

Select a conventional, repetitive activity from your current curriculum (vocabulary, grammar, reading, listening, speaking, or writing) and complete a complete pedagogy-first redesign table including language objectives, proposed digital functions, interaction patterns, accessibility provisions, and privacy considerations.

Activity 3: Analyze a Digital Resource

Select an educational application or website currently used for English learning and critically evaluate its linguistic objective, learner role (active production vs. passive

consumption), feedback type, accuracy, accessibility compliance, data privacy policy, and connectivity requirements.

Activity 4: Apply TPACK, SAMR, and DigCompEdu

Select one digitally mediated language activity from your classroom. Perform a comprehensive triple-framework analysis verifying alignment (TPACK), task transformation value (SAMR), and professional responsibility/learner empowerment (DigCompEdu).

Activity 5: Institutional Digital Diagnosis

Evaluate your current higher education institution from 1 (absent) to 4 (established) across key operational conditions: reliable campus internet, device availability, LMS usage, technical support, teacher professional development, accessible resources, data-protection policies, and support for low-connectivity learners. Identify two immediate strengths and one actionable short-term improvement.

1.17 Check Your Understanding

Part A: Short-Answer Questions

1. How does digital transformation differ from simple digitization?
2. Why does mere access to modern technology not guarantee improved language learning outcomes?
3. What core methodological changes distinguished communicative CALL from behaviorist CALL?
4. What specific educational possibilities does mobility add to language pedagogy?

5. Why is professional digital competence for educators broader than technical operational ability?
6. How does the TPACK framework support effective, non-distracting lesson planning?
7. Why should an educational digital tool never be assigned a permanent, fixed SAMR level?
8. What does DigCompEdu contribute to long-term teacher professional development?
9. How can technology be designed to support rather than weaken learner autonomy?
10. What dimensions should be examined when evaluating the local digital divide?

Part B: True or False

1. Digital transformation always requires the acquisition of the newest, most expensive technology.
2. A scanned grammar worksheet saved as a PDF is a clear example of digitization.
3. Every single language lesson must reach the redefinition level of the SAMR model to be valid.
4. Mobile learning can effectively connect structured language activities with everyday, real-world places.
5. Students who use social media daily are automatically competent digital academic learners.

6. Accessibility compliance should be considered before an educational activity is implemented.
7. Technology can support but should never eliminate human interaction in language acquisition.
8. Digital assessment should exclusively examine final products rather than internal learning processes.

Part C: Applied Case Question

A university teacher asks B1 students to use an online automated translator to convert a three-paragraph essay from Spanish into English and submit the output text. Analyze this activity from a pedagogical perspective, addressing: the actual language objective, learner participation, potential cognitive risks, evidence of learning, and propose an improved version of the task.

1.18 Chapter Wrap-Up

Digital transformation in English language education is not defined by the number of physical devices in a classroom or the quantity of software applications deployed by a teacher. It is defined by purposeful, pedagogically driven changes in learning objectives, task design, interaction, feedback loops, access, learner responsibility, and educational evidence.

Digitization makes physical information available in digital form. Digitalization improves or automates existing processes. Digital transformation completely redesigns

how learners communicate, collaborate, investigate, create, revise, and demonstrate their developing linguistic competence.

CALL and MALL have successfully expanded English learning beyond printed materials and fixed physical classrooms. They provide flexible access to rich multimedia input, repeated practice, authentic communication, and learner-generated content. Their ultimate educational value depends entirely on instructional design rather than technological sophistication.

TPACK helps teachers systematically align language content, teaching methodology, and digital resources. SAMR allows educators to examine how technology changes the nature of a task, provided that it is not treated as a rigid hierarchy or a permanent classification of tools. DigCompEdu supports structured reflection on professional engagement, resource selection, assessment, and learner empowerment.

Effective digital transformation also requires absolute attention to inclusion. Connectivity, device quality, digital accessibility, technical support, privacy protection, and digital confidence profoundly influence who can participate and how fully they can learn. The English teacher remains entirely central to this process—interpreting learner needs, designing meaningful communication, evaluating resources, guiding ethical participation, providing human feedback, and creating conditions in which technology truly serves education.

The most useful question is therefore not: "What technology should I use?"

It is: "What should my students learn, and how can technology help them learn it more meaningfully, responsibly, and equitably?"

1.19 Essential Concepts

Computer-Assisted Language Learning (CALL): The systematic use of computers and related digital technologies to support language teaching and learning processes.

Digital Competence: The integrated knowledge, skills, attitudes, and responsibilities required to use digital technologies effectively, safely, ethically, and reflectively for learning, work, and social participation.

Digital Divide: Inequality in access to technology, connectivity quality, device capacity, digital literacy, accessibility, technical support, and opportunities for meaningful educational technology use.

Digital Transformation: The purposeful, pedagogical, and organizational redesign of educational practices, interaction patterns, assessment methodologies, or content creation through strategic technology integration.

Digitalization: The strategic use of digital technologies to improve, optimize, or automate an already existing educational or administrative process.

Digitization: The mechanical conversion of physical, analogue, or paper-based information into a digital format.

DigCompEdu: The European Framework for the Digital Competence of Educators, describing specific professional, pedagogical, and learner-focused competencies.

Learner Autonomy: The learner's developing capacity to establish personal goals, select cognitive strategies, monitor progress, evaluate resources, and reflect critically on learning outcomes.

Mobile-Assisted Language Learning (MALL): Language learning supported through the strategic use of portable, handheld digital devices such as smartphones and tablets.

SAMR: A pedagogical framework for examining technology integration through four progressive levels: Substitution, Augmentation, Modification, and Redefinition.

TPACK: A framework describing the complex intersection of Technological, Pedagogical, and Content Knowledge required for effective technology integration.

Chapter 2: Artificial Intelligence For Teaching And Learning English

Opening Reflection

Imagine that an English teacher asks three students to write a paragraph describing an environmental problem in their community.

The first student writes independently, consults a dictionary, and submits the initial version without revision.

The second student asks an artificial intelligence system to write the entire paragraph and submits the generated text without reading it carefully.

The third student prepares an outline, writes an initial version, and asks an AI system to identify sentences that may be unclear. The student evaluates the recommendations, rejects two inappropriate changes, revises the paragraph, verifies the factual information, and explains the decisions made during the process.

All three students submit a paragraph, but the learning processes are very different. The first student completes the task without technological assistance. The second delegates most of the intellectual work to an automated system. The third uses artificial intelligence as a source of feedback while remaining responsible for the ideas, language, verification, and final decisions.

This comparison introduces the central question of the chapter: How can artificial intelligence support English learning without replacing the thinking, creativity, responsibility, and human interaction that education requires?

Artificial intelligence can offer explanations, examples, simulations, corrections, pronunciation feedback, and personalized practice. It can also generate inaccurate information, reinforce linguistic biases, reduce learner effort, and create uncertainty about

authorship. The educational value of AI does not reside in the system alone. It depends on the purpose of the task, the quality of the instructions, the learner's participation, the teacher's supervision, the verification process, and the evidence of learning.

What You Will Learn

- By the end of this chapter, readers will be able to:
- Explain artificial intelligence in accessible educational terms.
- Distinguish generative AI from other AI-supported systems.
- Recognize major applications of AI in English language education.
- Use AI to support vocabulary, grammar, listening, reading, speaking, pronunciation, and writing.
- Design effective instructions (prompts) for generative AI systems.
- Evaluate the accuracy, relevance, linguistic appropriateness, and possible bias of AI-generated content.
- Identify the AI competencies required by English teachers and learners.
- Establish boundaries between acceptable assistance and inappropriate substitution of student work.
- Redesign assessment for learning environments in which students have access to AI.
- Plan human-centered English lessons that integrate AI responsibly.

2.1 Artificial Intelligence Enters the English Classroom

Artificial intelligence has been present in language education for longer than many teachers realize. Spellcheckers, grammar correction systems, adaptive exercises, automated scoring, speech recognition, recommendation systems, machine translation, and conversational agents all use forms of AI. What has changed is the visibility and accessibility of these technologies. Generative AI systems now allow users to request

explanations, conversations, examples, exercises, texts, images, audio, summaries, and feedback through ordinary language. A teacher or learner no longer needs advanced programming knowledge to interact with an AI system.

This increased accessibility has created new possibilities for English education. Students can request examples adapted to their proficiency level, simulate conversations, practice pronunciation, compare grammatical structures, generate questions about a reading, receive comments on written work, create vocabulary activities, rehearse presentations, examine different ways of expressing an idea, and obtain explanations at any time. Similarly, teachers can use AI to prepare differentiated materials, generate initial examples, adapt a text to several proficiency levels, create role-play scenarios, draft comprehension questions, develop assessment criteria, produce additional practice, anticipate common errors, create models for analysis, and support lesson planning.

These possibilities have generated considerable interest in language education. A systematic review of 144 empirical studies published during 2023 and 2024 found that research on generative AI in language learning had expanded rapidly (Li et al., 2025). Writing and feedback received the greatest attention, while speaking, listening, and reading had been examined less frequently (Li et al., 2025). Most studies were conducted in higher education and English as a Foreign Language (EFL) setting, indicating that broader and longer-term research is still needed (Li et al., 2025).

The growing number of studies should not be interpreted as proof that every AI-supported activity is effective. Research has reported positive, negative, neutral, and mixed outcomes depending on the technology, learners, objectives, duration, teaching design, and method of evaluation.

A Human-Centered Principle: AI should extend opportunities for learning, not remove the learner from the learning process. When AI performs the complete task,

students may produce a polished result without developing the knowledge or ability that the activity was designed to assess. When AI provides guided practice, alternative explanations, simulated interaction, or feedback that the learner evaluates, it can contribute to learning.

2.2 What Is Artificial Intelligence?

Artificial intelligence is a field concerned with computational systems that perform tasks associated with human abilities such as recognizing information, predicting outcomes, understanding language, generating content, solving problems, or making recommendations. The term covers many different technologies. Not every AI system works in the same way or serves the same educational function.

Tabla 10

Forms of Artificial Intelligence Relevant to English Education

AI Technology	Main Function	Example in English Education
Natural language processing	Analyzes and produces human language.	Identifying grammatical structures in a text.
Machine translation	Converts content from one language to another.	Comparing an English translation with the original Spanish text.
Automatic speech recognition	Converts spoken language into text or analyzes speech.	Practicing pronunciation through speech-to-text.
Text-to-speech technology	Produces spoken output from written language.	Listening to a written passage.
Automated writing evaluation	Analyzes written production and provides scores or feedback.	Receiving comments on grammar, organization, or vocabulary.
Conversational agents	Simulate written or spoken interaction.	Practicing a hotel reservation dialogue.

AI Technology	Main Function	Example in English Education
Adaptive learning systems	Adjust activities according to learner performance.	Providing easier or more difficult vocabulary exercises.
Recommendation systems	Select content based on user behavior or needs.	Recommending additional listening practice.
Generative AI	Produces new text, images, audio, video, or other content.	Creating a role-play scenario or language model.
Learning analytics	Identifies tendencies in educational data.	Detecting topics that require further practice.

Note. *A single educational platform may combine several AI functions.*

AI Is Not a Single Intelligent Person: People sometimes speak to an AI system as though they were a teacher, expert, or conscious individual. This language can create unrealistic expectations. An AI system does not understand a learner in the same way that a human teacher does. It does not know the student's personal history, emotional state, cultural experience, intentions, or educational needs unless information is entered into the system. Even then, its response is produced through computation rather than human understanding or concern. The system may generate a confident answer that is inaccurate. It may fail to recognize irony, local references, cultural sensitivity, or the intended meaning of a learner's sentence. Teachers and students should therefore treat AI output as material to examine, not as unquestionable authority.

2.3 Generative Artificial Intelligence and Large Language Models

Generative artificial intelligence produces new content in response to user instructions (prompts). Depending on the system, this content may include written language, images, speech, music, video, computer code, presentations, or combinations of several media. Text-generating systems are commonly supported by Large Language

Models (LLMs). These models are trained on extensive collections of language data and learn statistical relationships among words, phrases, structures, and concepts.

When a user submits an instruction, the system generates a response by predicting a probable continuation based on the input and its training. This process can produce fluent and convincing language. Fluency, however, is not equivalent to truth.

Important Distinction: A generative AI system produces plausible language. It does not guarantee verified knowledge.

The system may invent a source, attribute a quotation incorrectly, provide an inaccurate definition, combine information from unrelated sources, use an inappropriate register, create a culturally insensitive example, produce a grammatical explanation containing exceptions or errors, or state uncertain information as though it were established. UNESCO's guidance for generative AI in education and research promotes a human-centered approach and emphasizes data privacy, age-appropriate use, ethical validation, pedagogical design, human agency, and institutional responsibility (Miao & Holmes, 2023).

Tabla 11

What Generative AI Can and Cannot Guarantee

Generative AI can often…	**Generative AI cannot guarantee…**
Produce rapid language examples.	That every example is completely accurate.
Adapt the apparent difficulty of a text.	That the language corresponds exactly to a proficiency level.
Simulate a communicative conversation.	Genuine human understanding or empathy.
Generate alternative expressions.	That each expression is natural in the intended community.
Provide rapid linguistic feedback.	That the feedback is pedagogically appropriate.

Generative AI can often…	Generative AI cannot guarantee…
Create an initial functional draft.	Originality, truth, or reliable authorship.
Produce formatted references.	That the references actually exist (combating hallucination).
Translate multilingual content.	Complete preservation of meaning and cultural nuance.
Create diverse testing questions.	Validity or alignment with a specific assessment objective.
Respond confidently to queries.	Absolute certainty or factual verification.

2.4 The Teacher–AI–Student Relationship

The traditional representation of education involves interaction between teacher, student, content, and other learners. AI adds another participant to this relationship. UNESCO describes this development as a shift toward a teacher–AI–student dynamic. Its *AI Competency Framework for Teachers* organizes 15 competencies across five dimensions: human-centered mindset, ethics of AI, AI foundations and applications, AI pedagogy, and AI for professional learning (Miao & Cukurova, 2024). The framework presents three progression levels: acquire, deepen, and create (Miao & Cukurova, 2024). The presence of AI changes several operational responsibilities.

Responsibilities of the Teacher

The teacher establishes learning objectives, selects suitable activities, determines permitted uses of AI, evaluates possible risks, verifies AI-supported materials, provides human feedback, observes learner participation, identifies misconceptions, protects fairness and inclusion, and evaluates evidence of learning.

Responsibilities of the Learner

The learner contributes original ideas, attempts the task, evaluates AI output critically, verifies information, revises language thoughtfully, identifies assistance received, explains design decisions, protects personal information, and remains fully responsible for the final work.

Appropriate Role of AI

AI may serve as a practice partner, feedback source, brainstorming assistant, language model, simulation tool, revision aid, material generator, or comparison source. It should never become the unquestioned authority, the invisible author of student work, the sole evaluator, a replacement for human communication, a repository for confidential information, or a substitute for reading, reasoning, or reflection.

Tabla 12

Three Models of AI Use

Model	Description	Educational Consequence
AI replaces the learner	The system completes the entire intellectual task.	A product is generated, but learning evidence is weak or absent.
AI directs the learner	The student accepts automated recommendations without critical evaluation.	Work may improve superficially while cognitive dependence increases.
AI supports the learner	The student attempts, evaluates, verifies, revises, and explains choices.	AI becomes part of a visible, active learning process.

2.5 Artificial Intelligence for Vocabulary and Grammar

Vocabulary and grammar are common areas for AI-supported practice because systems can generate examples, explanations, exercises, comparisons, and feedback rapidly.

Vocabulary Development

An AI system can help students explore definitions, synonyms/antonyms, collocations, pronunciation, word families, grammatical categories, levels of formality, example sentences, semantic differences, and specialized vocabulary.

- *Weak Vocabulary Request:* "Give me vocabulary about tourism." (Too broad; may produce text too easily or advanced).
- *Improved Vocabulary Request:* "Create a list of twelve B1 English expressions that university students could use to recommend sustainable tourism activities in coastal Ecuador. Include a definition in simple English, one common collocation, and one example sentence. Do not provide Spanish translations."

Classroom Activity: Build and Verify a Vocabulary Set

1. Students request ten expressions about a selected topic.
2. They check each expression in a reliable dictionary or digital corpus.
3. They remove items that are inaccurate or unsuitable.
4. They identify useful collocations.
5. They create original examples connected to their community in Manabí.
6. They use at least five expressions in a subsequent spoken or written task.

The verification stage prevents learners from accepting the generated list without examination.

Grammar Support

AI can explain a grammatical form, contrast two structures, generate examples, identify forms in a text, produce controlled practice, simulate communicative situations, and comment on learner sentences.

Example Instruction: "Explain the difference between the present perfect and the simple past for a B1 Spanish-speaking learner. Use a timeline, four contrasting examples, two common errors, and a short practice activity. Do not give the answers until I respond."

Grammar Verification Questions

After receiving an explanation, the learner should ask:

- Does the rule apply to every example provided?
- Are there regional or dialectal variations?
- Is the register appropriate for the targeted task?
- Can I find similar examples in reliable, peer-reviewed materials?
- Can I explain the difference without reading the AI response?
- Can I use the structure in a new communicative situation?

Classroom Example: Grammar Detective

1. **Notice:** The AI system generates a short workplace dialogue. Students underline every modal expression.
2. **Practice:** They classify each modal according to its communicative function (advice vs. obligation) and identify any unnatural or ambiguous examples.
3. **Communicate:** Groups rewrite the dialogue for a local university situation and perform the revised version live. The teacher discusses how meaning changes when different modals are used.

2.6 Artificial Intelligence for Reading and Listening

AI can help teachers adapt to input and help students interact with texts and recordings. This support should not remove the productive difficulty required for comprehension development.

Reading Support

AI may be used to simplify selected vocabulary, explain difficult expressions, generate guiding questions, identify text organization, compare positions, create glossaries, provide background information, convert a text into a different genre, or generate contrasting interpretations.

Danger of Excessive Simplification: When every difficult word is replaced and every paragraph is summarized, learners may no longer practice inferring meaning, identifying main ideas, recognizing discourse structure, tolerating ambiguity, selecting relevant information, or forming independent interpretations. The teacher should decide which difficulty is constructive and which barrier prevents entry.

Activity: Read First, Ask Later

1. Students read the title and predict the content.
2. They read the text without AI assistance and mark unclear sections.
3. They discuss possible meanings with a partner.
4. They use AI to request explanations only for selected passages.
5. They compare the AI explanation with the original text and write their own interpretation.

AI as an Object of Critical Reading

AI-generated texts can also become material for analysis. Students can evaluate factual accuracy, organization, missing evidence, tone, bias, cultural representation, vocabulary, and source transparency.

Task Example: "An AI system has generated a description of Ecuadorian coastal culture for international tourists. Identify generalizations, missing perspectives, unsupported statements, and vocabulary that may create stereotypes. Rewrite the description using verified information."

Listening Support

AI may assist listening through text-to-speech, automatic transcripts, adjustable speed, pronunciation models, generated dialogues, comprehension questions, vocabulary preparation, and repeated practice.

Teaching Caution: A generated voice may be clear and convenient, but it should not become the learner's only model of spoken English. Students need exposure to natural variation in accent, pace, hesitation, rhythm, age, identity, and communicative setting.

Activity: Compare Human and Synthetic Speech

Students listen to a human recording and an AI-generated version of the same text.

1. They compare pace, stress, pausing, emotion, and naturalness.
2. They discuss whether easier always means more realistic.
3. They record their own version, making deliberate decisions about lexical emphasis.

2.7 Artificial Intelligence for Speaking and Pronunciation

Speaking is one of the most promising areas for AI-supported learning because students can practice repeatedly without requiring the teacher to listen to every attempt in real time.

Automatic Speech Recognition (ASR)

Automatic speech recognition converts spoken language into text or evaluates aspects of speech. A meta-analysis of 15 studies found a moderate overall benefit of ASR for ESL/EFL pronunciation (Ngo et al., 2024). Stronger outcomes were associated with explicit corrective feedback, longer interventions, peer-supported practice, adult learners, and intermediate proficiency (Ngo et al., 2024). The effects were larger for individual segmentals (sounds) than for suprasegmental features such as rhythm, stress, and intonation (Ngo et al., 2024).

Speech Recognition Is Not a Perfect Listener: A system may fail to recognize speech because of background noise, microphone quality, connection problems, unfamiliar accents, speech rate, or technical limitations. Recognition failure does not automatically prove that the learner's pronunciation is unintelligible to human listeners.

Furthermore, research on generative AI and Global Englishes has warned that systems may default to standardized native-speaker norms, providing limited representation of diverse worldwide English usage (Lee & Jeon, 2023). Pronunciation teaching should prioritize intelligibility and effective communication rather than requiring every learner to imitate a single idealized accent.

Classroom Activity: Pronunciation Improvement Cycle

Target: Improve intelligibility when using past-tense endings (-ed).

1. **Notice:** The teacher explains the three pronunciations of -ed (/t/, /d/, /ɪd/). Students listen to human models.
2. **Practice:** Each learner records ten target words. An ASR system transcribes them. Students identify recognition difficulties, and partners listen to provide human feedback.
3. **Communicate:** Learners record a short narrative containing the target words and compare their first and final recordings to identify structural improvements.

Conversational Agents (Chatbots)

Conversational agents allow learners to participate in written or spoken exchanges. Systematic reviews have documented growing use of AI chatbots in English education, particularly among university learners (Du & Daniel, 2024; Huang et al., 2022). Potential benefits include repeated interaction, flexible access, reduced affective pressure, and opportunities for self-directed practice (Huang et al., 2022). Limitations

include repetitive dialogue, technical misunderstanding, weak emotional awareness, and the need for teacher guidance (Du & Daniel, 2024).

Weak Chatbot Activity: "Talk to the chatbot for ten minutes." (Does not define objectives, roles, expected language, or evidence).

Improved Chatbot Activity:

Situation: You are a university student requesting information about an international exchange program.

Objective: Ask for clarification, express interest, and confirm requirements.

Action: Ask the chatbot to act as the program coordinator. Request data about dates, costs, and documents. Ask at least two clarification questions. Save the transcript, identify three useful expressions, and perform the same situation live with a classmate.

Teaching Principle: AI conversation should lead toward communication with people, not away from it.

2.8 Artificial Intelligence for Writing

Writing has received more attention in generative AI research than other language skills (Li et al., 2025; Moorhouse, 2024). AI systems can produce text, analyze language, recommend revisions, and generate feedback within seconds (Shi et al., 2024). This speed offers educational possibilities, but it also creates the risk that learners will bypass planning, drafting, and revision.

AI Can Support Different Writing Stages:

Before Writing: Explore a topic, identify target audiences, compare text structures, generate questions, examine model texts, and create vocabulary sets.

During Writing: Examine sentence clarity, identify repeated vocabulary, compare organizational options, notice grammatical problems, and test alternative expressions.

After Writing: Receive preliminary feedback, classify error types, compare drafts, prepare a revision plan, examine tone, and verify text requirements.

AI Should Not Replace: The learner's critical position, evidence selection, personal or professional judgment, source verification, and responsibility for the final text.

Automated Written Feedback (AWF)

Automated written feedback analyzes learner texts and provides comments on language or composition. A systematic review of 83 indexed studies found wide variation in systems, feedback types, and results, highlighting that validation of automated feedback remains a core concern (Shi et al., 2024). For this reason, students should not accept every recommendation automatically.

Tabla 13

Evaluating Automated Writing Feedback

Feedback Received	Student Critical Question
"Replace this word."	Does the new word preserve my intended meaning in this context?
"This sentence is unclear."	What specifically makes it unclear (syntax, word choice, punctuation)?
"Use a more formal expression."	Is formal language truly appropriate for this specific target audience?
"Delete this phrase."	Does the phrase contain necessary structural emphasis or regional cultural meaning?
"Add evidence."	What type of evidence is required, and can it be verified through reliable external sources?
"Improve coherence."	Which specific ideas or transitional paragraphs are disconnected?
"Rewrite the paragraph."	Can I explain and justify every grammatical change in the revised version?

Feedback Received	Student Critical Question
"This text is excellent."	What specific pedagogical criteria support this automated judgment?

Classroom Strategy: Draft–Feedback–Decision–Revision

Students write an initial draft completely without generative assistance.

They request feedback from AI on selected criteria (e.g., organization).

They classify each recommendation into a log: *Accept, Modify, Reject,* or *Verify with the Teacher*.

1. They revise the text and submit both versions alongside their explicit decision log.*Example of a Focused Prompt:* "Read my paragraph as an English writing tutor. Do not rewrite it. Identify one issue related to organization and two sentences that may be unclear. Ask me questions that will help me revise the text independently."

2.9 Machine Translation in English Learning

Machine translation (MT) can help learners access meaning and compare languages. It can also encourage cognitive dependence when used as an automatic substitute for reading and writing.

Productive Uses: Compare two translations, identify changes in pragmatic meaning, examine false cognates, discuss formal/informal choices, evaluate cultural references, and justify translation decisions.

Unproductive Use: A student writes an entire assignment in Spanish, translates it automatically, and submits the English version without understanding the language. The resulting text exceeds the learner's demonstrated proficiency, and the teacher cannot determine independent writing ability.

Classroom Activity: Translation Detective

Students receive a short Spanish text and two English translations (one human-produced, one machine-generated).

Learners compare meaning, tone, terminology, grammar, and cultural appropriateness.

Groups create an improved version and explain each major change. MT becomes an object of deep linguistic analysis.

2.10 Adaptive Learning and Personalization

AI-supported systems may adjust difficulty, the number of exercises, review intervals, feedback loops, vocabulary selection, and the sequence of activities based on learning analytics. Personalization can help learners work at an appropriate pace. However, personalization should not become isolation. Language learning requires collaboration, negotiation of meaning, exposure to different perspectives, spontaneous communication, and participation in a social learning community.

Personalization Is Not the Same as Individualization: Individualization gives learners separate, static activities. Personalization responds dynamically to learner goals, prior knowledge, progress, interests, and access conditions. A system may infer that a learner needs more practice with prepositions because several answers were incorrect. The teacher may know that the real problem is misunderstanding the task instructions. Automated data and human interpretation must operate together.

2.11 Designing Effective Instructions for Generative AI

The response produced by a generative system depends partly on the quality of the instruction. Prompt design is not simply a technical ability; it requires the user to clarify purpose, audience, learning objectives, and limitations.

The PURPOSE Framework (Loor, 2026)

P – Purpose: What should the AI help accomplish?

U – User or audience: Who will use or read the output?

R – Role: What specific role should the system perform (e.g., tutor, interviewer)?

P – Parameters: What level, length, content, and limitations apply?

O – Output: What specific format is required (e.g., table, dialogue)?

Standards: Which linguistic or academic criteria should the response meet?

E – Evaluation: How will the human user check and validate the output?

Example 1 (Generic - Ineffective): "Create a reading activity."

Example 2 (Purposeful - Effective): "Act as an assistant to an EFL teacher. Create a 250-word B1 reading passage for first-year university students about reducing plastic waste in coastal communities. Use the present simple and modals for recommendations. Include five comprehension questions: two literal, two inferential, and one critical. Do not include statistics or sources that cannot be verified. Provide the answers separately. I will review the cultural and factual accuracy before using the material."

2.12 Verifying AI-Generated Content

Verification is an essential AI literacy practice to combat hallucinations (fluent but invented text).

The CHECK Process (Loor, 2026)

C – Consider the Purpose: Does the output respond accurately to the learning objective?

H – Hunt for Unsupported Claims: Which facts, statistics, quotations, or references require confirmation?

E – Examine the English: Is the grammar, vocabulary, register, and discourse appropriate for this context?

C – Compare Sources: Can the information be confirmed through reliable, human-verified references?

K – Keep Human Responsibility: Who is ultimately responsible for the final decision, correction, and use? (Always the human).

Tabla 14

AI Output Evaluation Checklist

Criterion	Key Verification Questions
Accuracy	Are the facts, definitions, and grammatical explanations correct?
Relevance	Does the response directly address the actual pedagogical task?
Language level	Is the vocabulary and grammar structurally appropriate for the target learners?
Naturalness	Would proficient speakers actually use the language in this specific situation?
Register	Is the tone (formal, informal, academic) completely suitable for the audience?
Cultural representation	Does the response avoid stereotypes and unjustified regional generalizations?
Variety of English	Does it avoid imposing one single variety (e.g., American) as the only acceptable form?
Evidence	Can claims, quotations, and bibliographical references be verified externally?
Accessibility	Can all learners, including those with disabilities, use the material effectively?
Privacy	Does the input or task expose personal, private, or confidential university information?
Learning value	Does the activity require meaningful learner participation or does it complete the work?

2.13 AI Competence for English Teachers

AI competence includes more than operating a chatbot. Teachers need knowledge, practical abilities, ethical judgment, and pedagogical confidence to decide when AI

should or should not be used. UNESCO's framework for teachers organizes these capacities across three progressive development levels (Miao & Cukurova, 2024).

Tabla 15

AI Competence for English Teachers

Area	Teacher Capability
Human-centered education	Preserve learner agency, interpersonal relationships, emotional wellbeing, and teacher responsibility.
AI foundations	Understand basic computational functions, data constraints, possibilities, and structural limitations.
Pedagogical integration	Select and deploy AI tools strictly according to language objectives and learner profiles.
Output evaluation	Detect errors, hallucinations, cultural bias, unsuitable language, and invented info.
Ethics and privacy	Protect student data, academic authorship, fairness, digital accessibility, and operational transparency.
Assessment design	Distinguish independent student ability from automated production through process-based metrics.
Professional learning	Continually evaluate new systems and share informed practices with professional peer networks.
Inclusive planning	Provide equitable, robust non-AI alternatives for learners who lack access or choose not to use a system.

2.14 AI Competence for English Learners

UNESCO's *AI Competency Framework for Students* presents learners as responsible users and potential co-creators rather than passive consumers of technology (Miao, Shiohira, & Lao, 2024).

English learners should develop the capacity to explain that AI output may be inaccurate, write clear instructions using structured parameters, evaluate generated language, compare AI responses with reliable sources, protect personal data, identify

algorithmic bias, recognize when AI use reduces their own learning, disclose AI assistance transparently, and use AI to actively *practice* rather than avoid English.

2.15 Accuracy, Bias, and Linguistic Diversity

AI systems are trained using large collections of data. These data may contain stereotypes, social inequalities, dominant cultural perspectives, and unequal representation of English varieties. AI can reproduce or amplify these limitations.

In English education, algorithmic bias may manifest when a system describes one national accent as "correct" and another as "incorrect," presents native-speaker norms as the only acceptable target, or misinterprets multilingual communication. Pronunciation teaching should prioritize global intelligibility and effective communication rather than requiring every learner to imitate a single national variety (Lee & Jeon, 2023).

2.16 Privacy, Security, and Personal Data

AI systems collect and process prompts, uploaded documents, voice recordings, and interaction histories. UNESCO has warned that regulatory development may progress more slowly than generative technologies, emphasizing privacy protection and human agency (Miao & Holmes, 2023).

Data Red Lines: Information students and teachers should never upload without authorization includes identification documents, private contact information, medical data, passwords, confidential university documents, unpublished research data, identifiable student records, and copyrighted materials.

As a safer classroom practice, instead of asking students to upload a personal story, the teacher should provide an invented or anonymized text for feedback practice.

2.17 Authorship, Copyright, and Transparency

Generative AI creates uncertainty about authorship because a user may contribute the instruction while the system produces substantial portions of the language. Educational institutions should establish clear expectations regarding permitted use and disclosure levels.

Tabla 16

Levels of AI Assistance and Disclosure Guidelines

Level	Technical Example	Possible Academic Disclosure
Level 0: No AI assistance	Student completes the task completely independently.	No disclosure required.
Level 1: Mechanical assistance	Spellchecking, formatting, or digital dictionary consultation.	Identify the tool used when institutional rules strictly require it.
Level 2: Feedback assistance	AI comments on text clarity, organization, or grammar.	State that AI feedback was used, critically evaluated, and acted upon.
Level 3: Idea assistance	AI helps generate initial brainstorming questions or outlines.	Explain how ideas were selected, expanded, and modified by the human author.
Level 4: Language generation	AI produces specific sentences or descriptive paragraphs.	Explicitly identify generated portions and follow specific institutional rules.
Level 5: Substantial generation	AI produces most of the text or assignment.	Often incompatible with individual assessment unless explicitly authorized.

Transparency Statement Example: "I used a generative AI system to identify repeated vocabulary and unclear sentences in my initial draft. I evaluated the recommendations, accepted four changes, rejected two, and verified the final information. The ideas, evidence, organization, and final decisions are my own."

2.18 Academic Integrity and Assessment Redesign

The availability of generative AI has reduced the value of some unsupervised, product-only assessments. A generic essay completed outside class may no longer show what the student can write independently. The institutional response should not be limited to surveillance or prohibition; assessment can be redesigned to include richer, process-based evidence.

Tabla 17

Redesigning Assessment in the Age of AI

Vulnerable Traditional Task	Redesigned Transformative Task
Write a generic essay at home.	Develop the essay through an outline, in-class draft, source analysis, revision log, and oral defense.
Translate a text paragraph.	Compare two translations, identify errors, justify stylistic decisions, and translate a new passage in class.
Answer comprehension questions.	Annotate the text, explain evidence, discuss interpretations, and answer a transfer question.
Record a memorized presentation.	Present live, respond to spontaneous audience questions, and reflect on linguistic preparation.
Submit a perfect final paragraph.	Submit initial and revised versions with an explicit written explanation of changes.
Create vocabulary sentences.	Use vocabulary in an interview, problem-solving task, or spontaneous discussion.
Generate a lesson plan.	Critique the generated plan, adapt it to real learners, justify decisions, and teach part of it live.

Establishing an AI Use Scale

Before assigning a task, the teacher should explicitly indicate one of four conditions:

- Level 0: AI Not Permitted (independent performance required).
- Level 1: AI Permitted for Mechanical Support (spellchecking, formatting).

- Level 2: AI Permitted for Feedback and Practice (request comments/explanations; no generated language submitted).
- Level 3: AI Integrated Into the Task (requires students to generate, analyze, verify, and critique AI output).

2.19 Risks of Overdependence

AI can provide rapid answers. This convenience may reduce the learner's willingness to struggle with a difficult text, retrieve vocabulary from memory, or tolerate uncertainty during learning. Productive learning requires cognitive effort. When every difficulty is removed immediately, the learner may complete more tasks but develop less long-term independence.

Signs of Overdependence:

Learner cannot explain advanced vocabulary used in submitted work.

Submitted language differs greatly from supervised classroom performance.

Learner asks AI before even attempting the task independently.

Learner accepts every automated correction without critical thought.

Learner avoids speaking without generated scripts and cannot summarize the final text.

Gradual Release of AI Support: Teachers can organize support through four progressive stages: (1) *Teacher Modeling* (examining how AI is evaluated), (2) *Guided Use* (working with specific prompts and verification metrics), (3) *Selective Use* (learners decide which assistance is necessary), and (4) *Independent Performance* (demonstrating what they can do completely without AI).

2.20 Human Feedback and Human Communication

AI can deliver rapid feedback, but it does not replace the human pedagogical relationship. A human teacher understands the history of a learner's progress, emotional reactions, cultural intentions, class participation, and personal effort. Peers also provide valuable feedback because they represent a real, authentic audience.

Tabla 18

Sources of Feedback: Contributions and Limitations

Source	Main Contribution	Core Operational Limitation
Self-feedback	Develops critical reflection and personal responsibility.	Learner may not recognize internal linguistic problems.
Peer feedback	Provides an authentic, real audience communicative response.	Quality, accuracy, and depth of feedback may vary.
AI feedback	Offers exceptional speed and repeated, tireless access.	May be linguistically inaccurate, biased, or decontextualized.
Teacher feedback	Connects language, pedagogy, and individual learner history.	Human time and operational availability are structurally limited.
External audience	Reveals authentic communicative effectiveness in the real world.	May not provide detailed technical or language guidance.

2.21 A Practical Model for AI-Supported English Lessons

The HUMAN Model (Loor, 2026)

H – Human Learning Objective: Define what students should understand or perform independently.

U – Use Case: Decide what limited, specific function AI will serve to support that objective.

M – Meaningful Learner Action: Require learners to actively analyze, speak, write, decide, revise, or create.

A – Accuracy and Ethics Check: Systematically verify information, language level, privacy, bias, and fairness.

N – New Independent Performance: Ask students to apply the learning without depending on any AI support.

Tabla 19

The HUMAN Model in Practice

Stage	Teacher Operational Question	Classroom Practice Example
Human learning objective	What must students learn to do?	Conduct an English job interview using relevant questions and responses.
Use case	How can AI support the process?	Simulate preliminary, low-stakes interview practice.
Meaningful learner action	What will students actively do?	Respond to prompts, ask follow-up questions, evaluate the transcript, and revise answers.
Accuracy and ethics check	What must be critically examined?	Verify language naturalness, look for algorithmic bias in questions, and check data privacy.
New independent performance	How will learners demonstrate ability?	Complete a live, unassisted human interview with a classmate or the teacher.

2.22 Classroom Case: Preparing for an International Academic Interview

Project Stages:

Stage 1 (Analyze): Students examine the interview situation: who the interviewer is, the purpose, and which clarification expressions can help a student request repetition.

Stage 2 (Prepare Content): Students complete a planning sheet containing academic interests, strengths, and future goals. *They do not enter this personal data into an external AI system.*

Stage 3 (Construct Prompt): Students design a structured prompt using the *PURPOSE* framework. (e.g., "Act as an interviewer for an international academic exchange program. Interview a B1–B2 university student from Ecuador...").

Stage 4 (Simulated Interview): Students interact with the AI through text or voice, recording difficult questions and answers that need improvement.

Stage 5 (Examine Transcript): Students review the interaction to identify incomplete answers, repeated vocabulary, and potential algorithmic bias. They do not accept feedback automatically.

Stage 6 (Peer Coaching): Pairs exchange selected answers, evaluating relevance, evidence, and delivery.

Stage 7 (Independent Human Interview): Students complete a live interview with a classmate or teacher. *The AI simulation is completely unavailable during this stage*, and the interviewer asks unexpected follow-up questions.

Stage 8 (Reflection): Students evaluate what they learned, which feedback they rejected, and what they can now do independently.

Tabla 20

Assessment Rubric for the Academic Interview

Criterion	Excellent	Satisfactory	Developing	Initial
Relevance of responses	Answers address the questions fully and include specific academic evidence.	Most answers are relevant and sufficiently developed.	Some answers are incomplete, vague, or too general.	Answers frequently do not address the targeted questions.
Organization	Ideas are clearly sequenced, coherent, and easy to follow.	Organization is generally clear and predictable.	Some responses are disjointed; transitions are missing.	Responses lack a clear structural sequence.
Vocabulary	Vocabulary is varied, precise, accurate, and appropriate for an academic interview.	Vocabulary is generally appropriate with some minor repetition.	Limited vocabulary restricts clear expression on academic topics.	Vocabulary barriers frequently prevent basic communication.
Grammar	Grammatical structures support clear, highly effective communication.	Minor errors occur but do not seriously affect meaning.	Frequent errors sometimes affect or obscure meaning.	Systematic errors substantially limit basic communication.
Pronunciation	Speech is clear, natural, and understandable throughout.	Most speech is understandable with minor pacing issues.	Some sections require substantial listener effort.	Speech is frequently difficult to understand.
Interaction	Student responds	Student maintains the	Student needs	Student is unable to

Criterion	Excellent	Satisfactory	Developing	Initial
	flexibly and manages follow-up questions effectively.	interaction with minor technical difficulty.	continuous support to continue the exchange.	maintain basic verbal interaction.
AI evaluation	Student evaluates AI output critically and clearly explains revision decisions.	Student identifies most strengths and limitations of the output.	Evaluation is mainly descriptive without critical analysis.	AI output is accepted completely without human examination.
Independent performance	Student communicates confidently and effectively without any AI support.	Student performs independently with occasional hesitation.	Student depends heavily on memorized language or scripts.	Independent performance is not demonstrated at all.

Note. *AI-generated language should not be assessed as though it were direct evidence of the student's independent proficiency.*

2.23 Chapter Wrap-Up

Artificial intelligence has expanded the resources available for English language teaching and learning. It can generate examples, adapt explanations, simulate conversations, analyze speech, provide writing feedback, recommend practice, and support material preparation. These possibilities do not make AI an autonomous teacher. AI systems do not possess human pedagogical judgment, responsibility, empathy, cultural understanding, or knowledge of learners' complete educational experience. They may generate inaccurate information, invented references, unsuitable language, biased representations, and misleading feedback.

The educational question is not whether AI is powerful. It is whether a specific use helps students develop English knowledge and communicative ability. AI contributes to learning when students attempt the task, interact with language, evaluate the output, verify information, make decisions, revise thoughtfully, communicate with people, and demonstrate independent performance. AI weakens learning when it completes the intellectual work, conceals the learner's actual proficiency, removes productive effort, or becomes an unquestioned authority.

Teachers need AI competence that combines technical understanding, pedagogical planning, ethical judgment, assessment design, and professional responsibility. Learners need to understand how AI operates, recognize its limitations, protect their data, identify bias, disclose assistance, and preserve responsibility for their work. The HUMAN model provides a practical sequence: establish a human learning objective, identify a limited AI use, require meaningful learner action, examine accuracy and ethics, and assess new independent performance.

The most important principle is simple: Artificial intelligence should help learners do more thinking, practicing, evaluating, revising, and communicating—not less.

2.24 Essential Concepts

Adaptive learning: The use of data and automated decisions to adjust content, sequence, difficulty, or feedback according to learner performance.

AI competence: The knowledge, abilities, attitudes, and ethical judgment required to understand, evaluate, and use artificial intelligence responsibly.

Algorithmic bias: Systematic unfairness, exclusion, or unequal representation produced through data training constraints, design decisions, or system operation.

Artificial intelligence: Computational technologies that perform tasks traditionally associated with human cognitive abilities, such as language processing, prediction, generation, or decision support.

Automatic speech recognition (ASR): Technology that converts spoken language into text or analyzes spoken speech features.

Automated written feedback (AWF): Computer-generated comments on structural, lexical, or stylistic aspects of written language or composition.

Conversational agent: A software system (chatbot) designed to conduct written or spoken interaction with a user.

Generative artificial intelligence: AI capable of producing entirely new text, images, sound, video, code, or other content in response to human prompts.

Hallucination: Apparently plausible, fluent, but factually inaccurate, unsupported, or completely invented content produced by a generative AI system.

Human agency: The capacity of people to make informed decisions, exercise critical control, and remain fully responsible for educational actions and outcomes.

Large Language Model (LLM): A computational model trained on extensive language data to process, predict, and generate fluent text.

Machine translation: Automated conversion of text or speech from one natural language into another.

Natural language processing (NLP): Computational methods used to analyze, interpret, structure, or generate human language.

Prompt: An explicit instruction, query, or context input given to a generative AI system to guide its output.

Transparency: Clear, honest communication and disclosure about whether, why, and how AI was integrated into an academic or professional task.

Chapter 3. Social Media And Mobile Technologies In Esl/Efl Contexts

Opening Reflection

Consider two university students who spend approximately the same amount of time using a smartphone.

The first student watches short videos, reads comments, exchanges messages, and moves rapidly from one publication to another. Although a large amount of English appears on the screen, the student rarely stops to examine new expressions, verify information, pronounce words, or produce extended language.

The second student also watches videos and reads posts, but follows a structured learning plan. The student saves useful expressions, compares captions with spoken language, records short responses, participates in an English discussion group, verifies unfamiliar information, and reflects on weekly progress.

Both students use social media and mobile technology. However, only the second student has intentionally converted everyday digital activity into a language-learning process.

This distinction introduces the central principle of the chapter:

Exposure to English through social media does not automatically produce learning. Language development occurs when exposure is accompanied by attention, interaction, production, feedback, reflection, and purposeful practice.

Social media and mobile devices can extend English learning beyond the physical classroom. They can connect learners with authentic communication, international audiences, cultural products, multimedia resources, professional communities, and other English users.

They can also expose learners to distraction, misinformation, advertising, hostile communication, privacy risks, linguistic stereotypes, and excessive screen use.

The educational question is not whether students use mobile devices and social media. Most already do. The more important question is:

How can teachers transform familiar digital environments into safe, inclusive, critical, and communicatively meaningful spaces for learning English?

What You Will Learn

By the end of this chapter, readers will be able to:

- Explain the relationship between social media, mobile technologies, and English language learning;
- Distinguish formal, non-formal, and informal digital learning;
- Identify the pedagogical possibilities and limitations of mobile-assisted language learning;
- Select social media functions according to language-learning objectives;
- Design activities for listening, speaking, reading, writing, vocabulary, grammar, and pronunciation;
- Promote interaction, intercultural communication, learner autonomy, and digital content creation;
- Develop guidelines for respectful and responsible online communication;
- Identify risks related to privacy, misinformation, cyberbullying, distraction, and digital identity;
- Design accessible mobile activities for learners with different connectivity and device conditions;
- Assess language learning through social and mobile activities;

- Create an integrated social media project for university ESL/EFL learners.

3.1 English Learning in a Connected World

English learners encounter language in many places beyond the classroom. They may read comments under a video, listen to music, follow an international news account, watch a tutorial, participate in an online game, exchange messages, or consult a professional network.

These experiences may occur without a formal lesson, textbook, or teacher. They form part of a wider digital environment in which English is used to communicate, entertain, persuade, inform, advertise, collaborate, and build social relationships.

Social media has expanded access to different forms of English, including:

1. Formal and informal registers;
2. Written, spoken, and multimodal communication;
3. Regional and international varieties;
4. Professional and academic discourse;
5. Short and extended messages;
6. Planned and spontaneous language;
7. Communication among native and non-native speakers.

This access can strengthen language learning when learners actively process what they encounter. A video may offer listening input, captions may support comprehension, comments may reveal informal expressions, and a response task may require written or spoken production.

Nevertheless, digital exposure can remain superficial. A learner may recognize the general topic of hundreds of publications without acquiring the vocabulary or communicative ability needed to discuss them independently.

Research has reported generally positive associations between purposeful social media integration and language-learning outcomes. A 2026 meta-analysis of 40 studies involving university language learners found a strong average effect, although the individual results varied considerably across studies. This variation indicates that outcomes depend on instructional design, participant characteristics, interaction, modality, learning objectives, and implementation conditions.

Social media should therefore be viewed as a learning environment with possibilities and risks, not as a teaching method in itself.

Technology Does Not Define the Activity

A messaging application may be used to:

- Send administrative reminders;
- Distribute a grammar worksheet;
- Conduct a vocabulary challenge;
- Exchange voice recordings;
- Organize a collaborative project;
- Interview community members;
- Connect learners from different countries.

The application remains the same. What changes is the educational design.

3.2 Understanding Social Media and Mobile Learning

The expressions *social media*, *social networking sites*, *mobile learning*, and *mobile-assisted language learning* are related but not identical.

Tabla 21

Basic Concepts

Concept	Meaning	English-learning example
Social media	Digital environments where users create, share, respond to, and circulate content.	Students publish short English videos and comment on classmates' work.
Social networking site	A social media service that allows users to construct profiles and establish visible connections with other users or communities.	Learners participate in a private English-learning group.
Mobile learning	Learning supported through portable digital devices across different places and times.	Students complete an audio activity while travelling or at home.
Mobile-Assisted Language Learning	Language learning designed or supported through mobile devices.	Learners record pronunciation, exchange messages, and complete location-based vocabulary tasks.
Mobile instant messaging	Textual, audio, visual, or video communication through mobile messaging services.	Students send voice responses and peer feedback.
Informal digital learning of English	English development arising outside formally organized instruction.	A learner follows English-speaking creators and independently records new vocabulary.
Ubiquitous learning	Learning distributed across places, times, devices, people, and everyday activities.	Students gather English examples from their community and analyze them during class.

Mobile learning is not defined only by the size of the device. Mobility involves the movement of the learner, the learning activity, the information, and the communication process.

A smartphone can connect:

- Classroom learning with community experience;

- Formal assignments with personal interests;
- Individual practice with peer interaction;
- Local realities with international audiences;
- Short periods of practice across the day.

Early mobile language-learning practices often focused on delivering vocabulary lists and exercises. Later approaches placed greater emphasis on collaboration, interaction, learner-generated content, and learning across locations.

3.3 Formal, Non-Formal, and Informal Digital Learning

English learning through mobile devices and social media may occur at different levels of organization.

Formal Learning

Formal learning is intentionally planned, guided, and assessed within an educational program.

Example

A teacher asks students to produce a two-minute video explaining a civil engineering process in English. The activity includes objectives, instructions, feedback, assessment criteria, and a submission date.

Non-Formal Learning

Non-formal learning is organized but takes place outside a conventional academic course or does not lead directly to formal certification.

Example

A university language club organizes a weekly mobile photography challenge in which participants describe local places in English.

Informal Learning

Informal learning develops through everyday activities without a prescribed curriculum.

Example

A student watches a cooking channel in English, learns several expressions, and begins using them independently.

Tabla 22

Comparing Digital Learning Environments

Element	Formal	Non-formal	Informal
Learning objective	Defined by a course or teacher	Defined by a group or voluntary program	May emerge from personal interest
Participation	Required or academically expected	Usually voluntary	Self-directed
Assessment	Planned	May include feedback	Usually absent
Duration	Established	Flexible	Unpredictable
Content	Aligned with a curriculum	Organized around a theme or interest	Selected by the learner or algorithm
Teacher guidance	Direct	Partial	Limited or absent
Example	Assessed podcast project	English conversation community	Watching videos independently

These forms of learning can support one another.

A teacher may invite students to identify an informal digital activity they already enjoy and transform it into a structured learning practice. For example, students who regularly watch English videos may learn to maintain a listening journal, record expressions, evaluate sources, and produce weekly responses.

Teaching Principle

Informal learning becomes more educationally productive when learners develop strategies for noticing, recording, verifying, practicing, and reflecting.

3.4 What Social Media Can Contribute to Language Learning

Social media can support English education through several communicative possibilities.

Access to Authentic and Semi-Authentic Language

Learners encounter English created for real audiences rather than exclusively for textbooks. They may observe how language is used to:

1. Explain;
2. Persuade;
3. Entertain;
4. Narrate;
5. Criticize;
6. Recommend;
7. Request;
8. Disagree;
9. Build identity;
10. Participate in communities.

Authenticity should still be evaluated. A publication may contain inaccurate grammar, offensive language, misleading information, or an unsuitable register.

Interaction

Learners can respond to teachers, classmates, invited participants, and wider audiences.

Interaction may be:

- synchronous or asynchronous;
- written, spoken, visual, or multimodal;

- one-to-one, one-to-many, or group-based;
- public, private, or restricted to a class.

Asynchronous interaction gives learners additional time to plan and revise. Synchronous interaction more closely resembles spontaneous communication and requires immediate responses. Both forms can contribute to language learning when they are aligned with the objective.

Learner-Generated Content

Students can create:

1. Posts;
2. Image descriptions;
3. Short videos;
4. Audio commentaries;
5. Interviews;
6. Digital stories;
7. Tutorials;
8. Discussion threads;
9. Campaigns;
10. Professional profiles;
11. Collaborative collections.

Creating content requires students to make decisions about audience, tone, vocabulary, organization, image, sound, and purpose.

Feedback

Learners may receive comments from:

- Peers;
- Teachers;

- Invited specialists;
- Community members;
- External audiences;
- Automated systems.

Public feedback is not always accurate or respectful. Teachers should prepare students to evaluate comments rather than accepting every response as valid language guidance.

Participation Beyond Classroom Time

Mobile tools allow students to practice in short periods and from different locations. This flexibility can increase access, but it can also create expectations of constant availability.

Teachers should establish clear communication hours, submission periods, and response expectations.

3.5 Limitations of Social Media as a Learning Environment

Social media platforms were not necessarily designed according to educational principles. Many are commercial services whose success depends on attention, interaction data, advertising, and continued user engagement.

As a result, students may encounter:

- Constant notifications;
- Unrelated content;
- Advertisements;
- Algorithmically selected publications;
- Misleading or sensational information;

- Pressure to gain reactions or followers;
- Harmful comparison with others;
- Shortened attention;
- Aggressive communication;
- Commercial collection of personal data.

Positive perceptions of social media do not necessarily demonstrate improved language proficiency. Some learners may enjoy an activity without participating deeply, and others may remain passive observers. Research reviews have therefore emphasized the need to examine actual learning evidence rather than relying only on attitudes and self-reported satisfaction.

Enjoyment and Learning Are Related but Different

An enjoyable task can improve participation, persistence, and confidence. Yet enjoyment alone does not demonstrate that learners have improved vocabulary, comprehension, accuracy, fluency, or communicative effectiveness.

Teachers should collect evidence such as:

- Recordings produced before and after instruction;
- Vocabulary used in new situations;
- Annotated reading;
- Revision history;
- Interaction transcripts;
- Learner reflections;
- Live performance;
- Responses to unfamiliar tasks.

3.6 Selecting Platforms by Function, Not Popularity

Social media services change rapidly. Their interfaces, conditions, access requirements, privacy settings, costs, and popularity may change during the life of a book.

For this reason, teachers should select platforms according to the functions required by a lesson rather than their novelty or popularity.

Tabla 23

Educational Functions of Social and Mobile Technologies

Required function	Possible educational use
Instant messaging	Short written exchanges, reminders, questions, and group coordination
Voice messaging	Pronunciation practice, oral responses, and peer feedback
Video sharing	Tutorials, presentations, storytelling, and listening activities
Image sharing	Vocabulary journals, visual descriptions, and cultural documentation
Discussion threads	Argumentation, reflection, and asynchronous debate
Live communication	Interviews, role-plays, exchanges, and guest participation
Collaborative collections	Shared resources, thematic examples, and digital portfolios
Professional networking	Academic profiles, employment language, and disciplinary communication
Location-based functions	Community investigations, directions, tourism tasks, and field observations
Polling and reactions	Prediction, rapid formative assessment, and opinion comparison

Platform Selection Questions

Before selecting a platform, the teacher should ask:

- What language objective will it support?
- Which platform function is necessary?
- Is student registration required?
- What data will be collected?
- Can participation remain private?
- Does the service function on common mobile devices?

- How much internet data will it consume?
- Is an accessible alternative available?
- Can students download the content?
- Does the activity require learners to use personal accounts?
- Can the same objective be achieved through an institutionally supported system?
- What will happen if the service changes or becomes unavailable?

Important Principle

The platform should remain replaceable. The language objective and learning sequence should remain stable.

3.7 Mobile Instant Messaging for English Learning

Mobile messaging is familiar to many university students and can support short, frequent, and flexible language practice.

Messaging environments may allow:

- Text;
- Audio;
- Images;
- Short videos;
- Documents;
- Group communication;
- Individual communication;
- Asynchronous participation;
- Rapid feedback.

Research examining mobile instant messaging has reported potential benefits for reading, listening, writing, speaking, vocabulary, motivation, interaction, autonomy, and reduced language anxiety. These benefits depend on task structure, teacher guidance, participation rules, and the quality of feedback.

Weak Use of Messaging

The teacher creates a group and posts:

- Practice English here.
- Students are not told:
- What to discuss;
- How often to participate;
- What language to use;
- How responses will be evaluated;
- How privacy will be protected;
- What behavior is expected.

The group may become inactive, disorganized, or dominated by administrative messages.

Structured Use of Messaging

Weekly topic: Healthy habits at university
Language objective: Give advice using *should*, *could*, and *need to*.
Student contribution: One 30-second voice message.
Peer response: One follow-up question and one recommendation.
Teacher support: A short model and vocabulary list.
Evidence: Initial and revised voice messages.
Time boundary: Messages posted between Monday and Thursday.
Privacy rule: No personal health information is required.

The second activity defines purpose, language, interaction, evidence, timing, and privacy.

Activity: Voice-Message Improvement Cycle

Students receive a speaking question.

1. They plan three main points.
2. They record a first response.
3. A partner listens and comments on clarity, organization, and one language feature.
4. The learner records a revised version.
5. Both versions are compared.
6. The student writes a brief reflection.
7. Group Communication Rules

A class messaging group should establish:

- Permitted times;
- Respectful language;
- Academic purpose;
- Procedures for questions;
- Rules for forwarding content;
- Prohibition of unauthorized screenshots;
- Protection of telephone numbers;
- Procedures for reporting harmful behavior;
- Limits on teacher availability;
- Consequences for misuse.

3.8 Short-Video and Video-Sharing Platforms

Short and extended videos can provide rich combinations of speech, image, gesture, text, music, and environmental information.

They may support:

1. Listening comprehension;
2. Pronunciation;
3. Vocabulary;
4. Procedural language;
5. Storytelling;
6. Public speaking;
7. Cultural observation;
8. Summarization;
9. Critical media analysis.

Short videos can be useful for microlearning because they focus attention on a limited amount of language. However, brevity may oversimplify complex grammar, culture, or academic content.

Activity: One Expression, Three Situations

Objective: Use an expression appropriately in different registers.

The teacher selects an expression such as *Could you clarify that?*

Students observe three situations:

- Conversation with a classmate;
- Conversation with a professor;
- Professional meeting.

They create three short videos showing how intonation and surrounding language change.

Classmates identify the level of formality.

Students revise one version after feedback.

Activity: Evaluate a Language-Learning Video

Students analyze:

1. Who created the video?
2. What qualification or experience is presented?
3. Which variety of English is used?
4. Is the explanation accurate?
5. Are exceptions mentioned?
6. Does the title exaggerate the result?
7. Is the example culturally appropriate?
8. Is the content educational, promotional, or both?
9. Which sources could confirm the explanation?
10. What would the class revise?

Avoiding Passive Viewing

Watching should lead to a learning action.

Possible post-viewing tasks include:

- Summarize the message;
- Identify supporting evidence;
- Imitate selected pronunciation features;
- Evaluate the speaker’s argument;
- Compare two explanations;
- Reconstruct the sequence;
- Record a response;
- Create an alternative ending;

- Apply the information to a local situation.

3.9 Image-Based Social Media

Images can stimulate vocabulary, description, interpretation, storytelling, and intercultural discussion.

Students may create:

- Photographic vocabulary journals;
- Caption-writing activities;
- Visual essays;
- Community observations;
- Digital exhibitions;
- Process descriptions;
- Before-and-after comparisons;
- Infographics;
- Location guides.

Classroom Example: A Photograph With a Purpose

Topic: Accessibility in public spaces

Language objective: Describe conditions and recommend improvements.

Students photograph an accessible or inaccessible public feature without identifying individuals.

They write a factual description in English.

They identify the users affected.

They make two recommendations.

They exchange feedback on clarity and respectful language.

The class creates a private digital exhibition.

The photograph is evidence for a communicative task, not decoration.

Ethical Image Use

Students should learn to:

- Request consent before photographing identifiable people;
- Avoid exposing children or vulnerable individuals;
- Remove location data when necessary;
- Acknowledge the creator of reused images;
- Use openly licensed content;
- Avoid humiliating or stereotypical representations;
- Consider whether publication could cause harm.

3.10 Discussion Forums and Microblogging

Discussion platforms and short-form posting environments can support concise writing, argumentation, questions, summaries, and interaction.

Educational Possibilities

Students may:

- State a position;
- Respond to an argument;
- Summarize a reading;
- Ask a critical question;
- Define a concept within a word limit;
- Report an observation;

- Create a discussion thread;
- Compare viewpoints;
- Correct misinformation.

Activity: Claim, Evidence, Question

After reading a short article, each student publishes:

- One claim from the text;
- One piece of evidence;
- One question for classmates.

Each learner then responds to one peer by:

- Adding evidence;
- Challenging an assumption;
- Asking for clarification;
- Making a connection.

The Problem With Minimal Responses

Comments such as *I agree*, *Good idea*, or *Interesting* show presence but provide little language development.

Teachers can require response stems:

I agree with this point because…

The evidence could be strengthened by…

Could you clarify what you mean by…?

A different interpretation might be…

This connects with…

One limitation is…

3.11 Social Media for Listening Development

Social media provides access to interviews, conversations, reports, tutorials, stories, debates, songs, and public presentations.

The abundance of material requires careful selection.

Listening Selection Criteria

A suitable recording should be evaluated according to:

- Learner proficiency;
- Speech rate;
- Audio quality;
- Duration;
- Background noise;
- Topic familiarity;
- Vocabulary burden;
- Accent;
- Transcript availability;
- Cultural representation;
- Factual reliability;
- Advertising or inappropriate content.

Activity: Listening Through Three Levels

First Listening: Meaning

Students identify:

topic;

- Speaker;
- Purpose;
- Main message.

Second Listening: Detail

Students record:

- Examples;
- Sequence;
- Reasons;
- Specialized vocabulary.

Third Listening: Language

Students examine:

- Connected speech;
- Emphasis;
- Discourse markers;
- Pronunciation;
- Informal expressions.

Final Response

Students record a short response or create questions for the speaker.

Using Captions Strategically

Captions can:

- Improve access;
- Support lower-proficiency learners;
- Clarify unfamiliar names;
- Help learners notice connections between spoken and written forms.

Captions can also reduce direct listening effort when they are available from the beginning.

A staged procedure may include:

- Listening without captions;

- Listening with selected captions;
- Listening with full captions;
- Discussing differences between the audio and written text.

3.12 Social Media for Speaking and Pronunciation

Mobile devices make oral practice easier to record, repeat, compare, and share.

Students can produce:

- Voice notes;
- Interviews;
- Oral diaries;
- Video explanations;
- Role-plays;
- Live discussions;
- Narrated tours;
- Podcasts;
- Responses to public questions.

Activity: From Script to Spontaneous Speech

Students prepare a short written response.

They record it while reading.

They reduce the script to five prompts.

They record a second version using only the prompts.

A partner asks an unexpected question.

The student responds without a script.

The learner compares fluency, naturalness, and accuracy across the versions.

The sequence gradually moves students from supported to more independent speech.

Pronunciation Through Mobile Recording

Learners can compare:

- First and final recordings;
- Stressed and unstressed words;
- Pauses;
- Word endings;
- Sentence rhythm;
- Intelligibility;
- Speaking rate.

Assessment should not require imitation of one idealized accent. The priority should be understandable and appropriate communication.

Reducing Speaking Anxiety

Asynchronous voice recording allows learners to prepare and repeat before sharing. This can help hesitant students participate.

However, unlimited repetition may lead to excessive perfectionism. Teachers can set reasonable limits, such as a maximum of three recordings, and remind students that natural spoken language includes pauses and self-correction.

3.13 Social Media for Reading Development

Social media exposes learners to:

- Captions;
- Comments;

- Headlines;
- Advertisements;
- Public notices;
- Discussion threads;
- Professional profiles;
- Articles;
- Multimedia publications.

These texts differ from traditional textbook passages. They may include abbreviations, emojis, hyperlinks, incomplete sentences, persuasive language, visual cues, and rapid responses.

Digital Reading Requires More Than Comprehension

Students need to determine:

- Who created the content;
- Why it was published;
- Whether it is current;
- Which evidence is included;
- What has been omitted;
- Whether the headline represents the content accurately;
- How images influence interpretation;
- Whether comments provide reliable information.

Activity: Headline Versus Content

Students read only a headline and image.

They predict the content.

They read the full publication.

They identify differences between expectation and evidence.

They classify the headline as:

- Accurate;
- Incomplete;
- Exaggerated;
- Misleading.

They write an improved headline.

Reading Comments Critically

Comments may reveal:

- Audience reaction;
- Informal English;
- Disagreement strategies;
- Identity performance;
- Misinformation;
- Insults;
- Humor;
- Cultural references.

Students should not treat comment sections as reliable factual sources. They can instead analyze how language is used and how claims differ in quality.

3.14 Social Media for Writing Development

Social media can give writing an audience and communicative purpose.

Learners may write:

- Captions;

- Replies;
- Reviews;
- Recommendations;
- Short narratives;
- Discussion posts;
- Professional introductions;
- Public information;
- Campaign messages;
- Collaborative threads.

Audience Changes Writing

A paragraph written only for a teacher may focus on correctness.

A post written for visitors, community members, or students from another institution also requires:

- Clarity;
- Relevance;
- Tone;
- Audience awareness;
- Organization;
- Accuracy;
- Visual design;
- Responsible publication.

Activity: One Message, Three Audiences

Students write the same essential message for:

- A close friend;
- A university professor;

- An international public audience.

They compare:

- Greeting;
- Vocabulary;
- Sentence length;
- Formality;
- Explanation;
- Closing;
- Use of abbreviations.

Digital Writing Process

A social media writing activity should include:

- Planning;
- Drafting;
- Language review;
- Factual verification;
- Peer response;
- Revision;
- Publication or simulation;
- Reflection.

Immediate publication should not replace revision.

3.15 Vocabulary and Grammar Through Mobile Technologies

Mobile devices can support vocabulary through:

- Repeated exposure;
- Retrieval practice;
- Audio;
- Images;
- Short examples;
- Spaced review;
- Contextual use;
- Peer-created collections.

Meta-analytic research has reported positive effects for technology-assisted second-language vocabulary learning. One synthesis of 34 studies found a moderate overall effect, with mobile-supported interventions producing stronger outcomes than computer-based interventions in the studies analyzed. The authors also warned that productive vocabulary requires interaction and meaningful use, not only recognition exercises.

Vocabulary Activity: Word in the Wild

Students select a new expression encountered through social media.

They record:

Original sentence;

- Source type;
- Inferred meaning;
- Verified definition;
- Pronunciation;
- Collocation;
- Register;

Original example;

a situation in which it should not be used.

Grammar Activity: Collect, Compare, Create

Target: Conditional sentences

Students collect five authentic examples from digital content.

They classify the form and function.

They verify whether each example is accurate.

They compare formal and informal uses.

They create a short advice campaign using conditional forms.

Classmates evaluate meaning and accuracy.

Avoiding Fragmented Language Learning

Short mobile activities can support practice, but they should connect with broader communicative goals.

A learner should not complete 50 isolated vocabulary items without later using the words in speaking, writing, listening, or reading.

3.16 Intercultural Communication and Global Englishes

Social media allows learners to encounter people, practices, and English varieties from many regions.

This exposure can support:

- Awareness of cultural diversity;
- Comparison of communication practices;
- Understanding of global English use;
- Participation in international exchanges;
- Examination of stereotypes;
- Development of pragmatic flexibility.

Culture Is Not a List of Facts

Intercultural learning should not reduce a country or community to:

- Food;
- Clothing;
- Festivals;
- Monuments;
- National stereotypes.

Learners should examine:

- Values;
- Perspectives;
- Communication styles;
- Social diversity;
- Historical influences;
- Disagreement;
- Unequal representation;
- Relationships between local and global identities.

Activity: Compare Representations

Students compare three social media publications about the same place:

- An official tourism publication;
- A local resident’s publication;
- A visitor’s publication.

They analyze:

- Purpose;
- Vocabulary;
- Selected images;

- Information included;
- Information omitted;
- Intended audience;
- Possible stereotypes.

Students then produce a balanced English description based on verified information.

English as International Communication

Learners may communicate with people who use English as an additional language. Effective communication may involve:

- Paraphrasing;
- Checking understanding;
- Slowing down;
- Explaining local references;
- Avoiding unnecessary idioms;
- Requesting clarification;
- Accepting linguistic variation.

The objective is not to imitate a single cultural or national model but to communicate appropriately across diverse interactions.

3.17 Learner Autonomy and Self-Regulation

Mobile technology allows learners to decide:

- When to practice;
- What to review;

- Which resources to follow;
- How often to repeat;
- What content to create;
- Whom to communicate with.

These decisions can support autonomy. They can also produce disorganized learning when students lack goals and monitoring strategies.

Self-Regulated Mobile Learning Includes

- Goal setting;
- Resource selection;
- Time management;
- Attention management;
- Strategy use;
- Self-monitoring;
- Help-seeking;
- Progress evaluation;
- Adjustment of future actions.

Weekly Mobile Learning Plan

Element	Example
Weekly objective	Use ten expressions for explaining a process
Input	Two short technical videos
Noticing activity	Record expressions and pronunciation
Practice	Create three original explanations
Interaction	Exchange one voice message with a partner
Feedback	Partner evaluates clarity
Final evidence	One two-minute process explanation
Reflection	Identify improvement and future need

Activity Is Not the Same as Progress

A platform may report:

- Days of use;
- Number of exercises;
- Reactions;
- Views;
- Messages;
- Time connected.

These indicators describe participation. They do not necessarily demonstrate language development.

Learners should also collect:

- Improved texts;
- Revised recordings;
- Vocabulary used independently;
- Successful conversations;
- Feedback applied;
- Evidence of comprehension.

3.18 Digital Identity and Online Communication

Every post, comment, photograph, profile, reaction, and shared file contributes to a digital identity.

English learners may use social media for academic, professional, and personal communication. They should understand how language choices influence how others perceive them.

Elements of Digital Identity

- Profile name;
- Photograph;
- Biography;
- Language variety;
- Tone;
- Topics;
- Visual content;
- Interactions;
- Public affiliations;
- Comments;
- Shared material.

Activity: Professional Profile in English

Students create a simulated professional profile containing:

- Academic field;
- Interests;
- Abilities;
- Selected project;
- Professional objective;
- Contact method appropriate for the simulation.

They evaluate:

- Clarity;
- Tone;
- Excessive personal information;
- Spelling;

- Audience;
- Professional credibility.

The profile may be created in a classroom template without requiring public publication.

Netiquette for ESL/EFL Communication

Students should learn to:

- Greet participants appropriately;
- Avoid writing in a way that appears aggressive;
- Disagree with ideas rather than attacking people;
- Acknowledge another person's contribution;
- Avoid forwarding private messages;
- Clarify humor and irony;
- Respect response times;
- Avoid unnecessary messages;
- Identify quotations and sources;
- Correct errors respectfully;
- Report harmful communication.

Disagreement Stems

I understand your point, but I interpret the evidence differently.

Could you explain what you mean by…?

Another factor to consider is…

I agree with the general idea; however…

This source presents a different position.

The statement may need further evidence.

3.19 Media and Information Literacy

Social media gives learners access to extensive information, but it also facilitates rapid circulation of misinformation, disinformation, manipulated images, hate speech, and decontextualized claims.

UNESCO's guidelines for global citizenship education in the digital age emphasize that learners need the ability to access, evaluate, create, use, and share information responsibly, especially through social media.

Misinformation and Disinformation

Misinformation is inaccurate information shared without necessarily intending to deceive.

Disinformation is false or manipulated information created or shared deliberately to mislead.

A learner may encounter both while completing an English assignment.

The VERIFY Process:

V – View the Whole Publication

Do not react only to the headline or image.

E – Examine the Source

Identify the author, organization, date, and purpose.

R – Review the Evidence

Check whether claims are supported by verifiable information.

I – Investigate Other Sources

Compare the claim with independent and reliable publications.

F – Find the Original

Locate the original quotation, photograph, video, study, or data.

Y – Your Responsibility

Decide whether the content should be used, corrected, reported, or ignored.

Activity: Social Media Fact Check

Students select a public English-language claim related to:

- Education;
- Environment;
- Health communication;
- Tourism;
- Technology;
- Local development.

They prepare a fact-check report containing:

- The claim;
- Its source;
- Evidence presented;
- Independent verification;
- Missing information;
- Final classification;
- Corrected English statement;
- Reflection on how language influenced credibility.

3.20 Privacy and Data Protection

Social media activities may expose:

- Names;

- Photographs;
- Telephone numbers;
- Locations;
- Contacts;
- Personal opinions;
- Voice recordings;
- Class membership;
- Study routines;
- Institutional information.

Teachers should not assume that students agree to use personal accounts or publish personal content.

Privacy-by-Design Principles

Collect only the information required for the activity.

Prefer institutional or class-controlled environments.

Allow simulated publication.

Avoid requiring public profiles.

Explain who can view the content.

Establish how long content will remain available.

- Obtain consent before recording;
- Avoid public location information;
- Provide an equivalent alternative;
- Review platform privacy conditions before use.

Personal and Academic Boundaries

Teachers may decide not to connect with students through personal social media accounts. A separate professional account or institutionally supported communication channel can maintain clearer boundaries.

Before Students Publish

They should ask:

1. Does this content reveal personal information?
2. Have all identifiable people given permission?
3. Does the image show a private location?
4. Could the content embarrass or harm someone?
5. Who can copy or redistribute it?
6. Is public publication necessary for learning?
7. Can the objective be achieved through a private classroom space?

3.21 Cyberbullying and Harmful Communication

Cyberbullying may include:

- Repeated insults;
- Humiliation;
- Exclusion;
- Impersonation;
- Publication of private content;
- Threatening messages;
- Hostile comments;
- Manipulated images;
- Unauthorized sharing.

Language-learning activities must not expose students to avoidable public hostility.

Preventive Measures

Teachers should:

- Establish communication rules;
- Discuss examples of unacceptable behavior;
- Create reporting procedures;
- Monitor class spaces;
- Limit public interaction when learners are unprepared;
- Preserve evidence of harmful incidents;
- Follow institutional procedures;
- Support affected students;
- Avoid treating aggression as a normal part of online participation.

Peer Feedback Is Not Personal Judgment

Feedback should address:

- Message clarity;
- Organization;
- Language use;
- Pronunciation;
- Evidence;
- Audience suitability.

It should not attack:

- Intelligence;
- Accent;
- Nationality;

- Appearance;
- Personality;
- Socioeconomic background.

Feedback Formula

Strength + Question + Recommendation

Example:

Your main recommendation is clear. Could you explain why this option is more sustainable? Adding one local example would make the message more convincing.

3.22 Distraction, Attention, and Digital Wellbeing

Mobile devices place educational content beside entertainment, social communication, advertising, games, and notifications.

A student may begin a listening task and move to unrelated content within seconds.

Attention Management Strategies

- Disable unnecessary notifications;
- Set a specific learning period;
- Use full-screen mode;
- Download content before studying;
- Establish one task at a time;
- Place the phone face down during human discussion;
- Use a timer;
- Maintain a short learning log;
- Separate academic and personal groups;

- Schedule breaks.

Teacher Design Decisions

A mobile activity should avoid:

- Unnecessary platform changes;
- Excessive links;
- Continuous checking;
- Long reading on small screens;
- Repeated notifications;
- Unclear submission channels;
- Activities that require constant availability.

Digital Wellbeing Reflection

Students can evaluate:

1. How much time did the task require?
2. How much of that time involved actual English practice?
3. What distracted me?
4. Did I feel pressure to respond immediately?
5. Did the activity interfere with rest?
6. What setting would improve my attention?

Educational use should not normalize permanent connectivity.

3.23 Accessibility and the Mobile Digital Divide

Mobile phones are widely available, but access conditions are unequal.

Students may differ in:

- Device age;

- Screen size;
- Storage;
- Battery life;
- Mobile data;
- Internet reliability;
- Audio quality;
- Camera quality;
- Access to headphones;
- Digital competence;
- Availability of a private study space.

Owning a phone does not mean that every learner can participate equally.

Tabla 24

Common Barriers and Educational Responses

Barrier	Possible response
Limited mobile data	Provide compressed files and downloadable materials.
Unstable connection	Permit asynchronous participation.
Shared device	Extend submission time and organize group access.
Small screen	Avoid long documents and complex tables.
Limited storage	Permit streaming alternatives or low-size formats.
No headphones	Provide transcripts or campus listening spaces.
Hearing difficulty	Include captions and transcripts.
Visual difficulty	Use accessible documents, meaningful headings, and audio alternatives.
Limited digital experience	Provide illustrated instructions and guided practice.
No public account	Offer a private or simulated activity.
Limited speaking privacy	Allow scheduled campus recording or live alternatives.

Mobile-First Does Not Mean Mobile-Only

A strong activity functions on common mobile devices but also allows participation through computers, printed resources, institutional laboratories, or shared equipment.

3.24 Teacher Competence for Social and Mobile Learning

A teacher needs more than familiarity with social media.

Professional competence includes the ability to:

- Define language objectives;
- Select suitable functions;
- Design interaction;
- Moderate communication;
- Verify content;
- Protect privacy;
- Support accessibility;
- Assess learning evidence;
- Respond to harmful behavior;
- Model media literacy;
- Establish boundaries;
- Evaluate whether the activity improved learning.

Teacher Self-Assessment

Rate each statement from 1 to 4.

1 = I need substantial support

2 = I can do this with guidance

3 = I can do this independently

4 = I can guide colleagues

Statement	Rating
I select platforms according to language objectives.	
I distinguish educational activity from passive digital exposure.	
I design meaningful social interaction.	
I provide low-connectivity alternatives.	
I establish privacy and communication rules.	
I evaluate social media information critically.	
I teach students to verify sources.	
I moderate peer feedback respectfully.	
I assess language development rather than reactions or views.	
I establish clear limits for my online availability.	
I respond appropriately to harmful communication.	
I evaluate whether a platform's benefits justify its risks.	

Teacher Workload

Social media may create expectations that teachers will:

- Answer immediately;
- Monitor communication continuously;
- Respond outside working hours;
- Manage several platforms;
- Solve technical problems.

Institutions should establish reasonable communication policies and provide technical and pedagogical support.

3.25 Assessing Social and Mobile Language Learning

Assessment should focus on language and learning evidence, not popularity indicators.

The following should not be used as primary measures of proficiency:

- Number of reactions;
- Views;
- Followers;
- Frequency of posting;
- Visual attractiveness alone;
- Time connected.

Useful Assessment Evidence

- Message clarity;
- Vocabulary use;
- Grammatical control;
- Pronunciation and intelligibility;
- Interaction strategies;
- Audience awareness;
- Revision;
- Source evaluation;
- Respectful communication;
- Reflection;

Transfer to a new task.

Tabla 25

Assessment Dimensions

Dimension	Evidence
Language accuracy	Appropriate grammar, vocabulary, spelling, and pronunciation
Communicative effectiveness	Audience understands the intended message
Interaction	Learner responds, asks questions, and develops ideas
Content quality	Information is relevant and verified
Digital responsibility	Privacy, consent, authorship, and respectful communication are addressed
Process	Drafting, feedback, and revision are visible
Accessibility	Content can be used by learners with different needs
Reflection	Learner explains decisions, difficulties, and improvement

Assessing Individual Contribution

Group projects can conceal unequal participation.

Teachers can request:

- Individual learning logs;
- Assigned roles;
- Revision history;
- Individual oral explanation;
- Peer contribution reports;
- Personal reflection;
- A final individual application task.

3.26 The MOBILE Framework for Lesson Design

The following framework can guide social and mobile English activities.

MOBILE

M – Meaningful Language Objective

What should students communicate or understand?

O – Online or Mobile Function

Which technological function supports the objective?

B – Boundaries and Safety

What rules protect time, privacy, identity, and respectful behavior?

I – Interaction and Inclusion

How will students communicate, and how will all learners participate?

L – Learning Evidence

What will demonstrate language development?

E – Evaluation and Extension

How will students receive feedback and apply the learning independently?

Tabla 26

Applying the MOBILE Framework

Stage	Planning question	Example
Meaningful objective	What should students do in English?	Give recommendations for responsible tourism.
Online or mobile function	Which function is needed?	Short video recording and peer commenting.
Boundaries and safety	What protections are required?	Private class space and no personal location data.
Interaction and inclusion	How will learners participate?	Groups create videos; low-bandwidth learners may submit audio with images.
Learning evidence	What will be assessed?	Script, initial recording, peer feedback, revised presentation.
Evaluation and extension	How will transfer be shown?	Students respond live to an unfamiliar visitor question.

3.27 Classroom Case: A Digital Campaign for Responsible Tourism

Learner Profile

University EFL students

B1–B2 proficiency

Groups of four

Primary access through smartphones

Mixed connectivity conditions

Experience using messaging and video platforms

Limited experience evaluating social media sources

Project Title

Discover Manabí Responsibly

General Objective

Students will design an English-language social media campaign that informs international visitors about responsible tourism in Manabí.

Language Objectives

Students will:

- Describe places and activities;
- Make recommendations;
- Use persuasive language;
- Explain cultural and environmental responsibilities;
- Adapt messages to an international audience;
- Respond to questions and comments;
- Use appropriate pronunciation and register.

Digital and Media Literacy Objectives

Students will:

- Verify information;
- Identify target audiences;
- Select appropriate media;

- Respect privacy and copyright;
- Create accessible content;
- Distinguish information from promotion;
- Communicate respectfully;
- Reflect on algorithmic visibility and audience response.

Stage 1: Analyze Existing Campaigns

Students examine three tourism publications.

They identify:

- Target audience;
- Purpose;
- Central message;
- Vocabulary;
- Visual representation;
- Evidence;
- Environmental message;
- Cultural representation;
- Information omitted.

Groups discuss whether each publication informs, persuades, entertains, or sells.

Stage 2: Select a Focus

Teams select one area:

- Protection of beaches;
- Respect for cultural heritage;
- Local gastronomy;

- Waste reduction;
- Responsible wildlife observation;
- Support for local producers;
- Water conservation;
- Respectful photography;
- Safe travel;
- Accessible tourism.

Stage 3: Investigate

Students collect information from at least three reliable sources.

When possible, they consult:

- An institutional publication;
- A local source;
- A specialist or community participant.

Students complete a verification table.

Claim Source Evidence Date Verified?

No participant is recorded without permission.

Stage 4: Identify the Audience

Teams define:

- Age range;
- Reason for visiting;
- Previous knowledge;
- Expected English level;

- Likely questions;
- Appropriate tone.

Audience Example

International university students visiting Manabí for an academic exchange.

Stage 5: Develop the Campaign Message

Each campaign must contain:

- A title;
- A central recommendation;
- Three supporting ideas;
- One local example;
- A call to responsible action;
- Acknowledged sources.

Language Bank

Recommendations

Visitors should…

Travellers are encouraged to…

Please avoid…

One responsible option is…

You can support the community by…

Reasons

This helps to…

The practice protects…

By choosing this option, visitors…

This is important because…

Respectful cultural language

The community is recognized for…

Visitors should request permission before…

This tradition has significance for…

Local knowledge should be represented accurately.

Stage 6: Select the Format

Teams choose one primary product:

- A 60–90 second video;
- An audio campaign;
- An image carousel with captions;
- A digital poster;
- A short series of posts;
- A narrated photographic story.

The format must be accessible on a common smartphone.

Stage 7: Create the First Version

Students produce:

- Script;
- Source list;
- Storyboard;
- Initial recording or design;
- Accessibility plan.

The teacher checks the content before any public or simulated publication.

Stage 8: Accessibility and Ethics Review

Each group verifies:

- Captions for video;
- Transcript for audio;
- Readable text;
- Sufficient visual contrast;
- Source acknowledgement;
- Permission for identifiable individuals;
- Respectful cultural representation;
- Absence of unnecessary personal data;
- Manageable file size.

Stage 9: Peer Review

Groups use the following protocol.

Message

1. Is the recommendation clear?
2. Is the information relevant?
3. Is the call to action realistic?

English

1. Is the language understandable?
2. Is the vocabulary appropriate?
3. Does pronunciation support comprehension?
4. Is the register suitable?

Evidence

1. Are the claims verified?

2. Are sources acknowledged?

Responsibility

1. Is the cultural representation respectful?
2. Is personal information protected?
3. Is the content accessible?

Stage 10: Revise and Publish or Simulate Publication

Depending on institutional policy, the campaign may be:

- Shared in a private class space;
- Presented in class;
- Displayed through an institutional channel;
- Published publicly with authorization;
- Simulated without external publication.

Public publication is not required for the project to be authentic.

Stage 11: Audience Interaction

Students answer questions from classmates or invited participants.

Each team must:

- Respond to one clarification question;
- Address one critical comment;
- Explain one source;
- Adapt one recommendation orally.

Stage 12: Individual Reflection

Each learner responds:

1. What did I contribute?
2. What English did I learn?
3. Which source did I verify?
4. Which feedback did I apply?
5. Which ethical decision did the team make?
6. How did the mobile format influence the message?
7. What can I now do independently?

Tabla 27

Assessment Rubric for the Digital Campaign

Criterion	Excellent	Satisfactory	Developing	Initial
Communicative purpose	Message is clear, persuasive, and appropriate for the audience.	Purpose is generally clear.	Message requires further development.	Purpose is unclear.
English use	Vocabulary and structures are accurate, varied, and suitable.	Errors occur but communication remains effective.	Errors sometimes affect understanding.	Errors substantially limit communication.
Oral or written clarity	Content is well organized and easy to follow.	Organization is generally understandable.	Some ideas are disconnected.	Content lacks a logical sequence.
Evidence	Claims are verified and sources are acknowledged accurately.	Most information is verified.	Some claims require confirmation.	Information is unsupported or misleading.
Audience awareness	Format, tone, and detail respond effectively to the audience.	Most choices suit the audience.	Audience needs are partly considered.	Audience is not clearly considered.
Cultural responsibility	Representation is accurate, respectful, and balanced.	Minor revisions are needed.	Some generalizations are present.	Content contains inappropriate representation.
Digital responsibility	Privacy, permission, and	Most responsibilities are addressed.	Several elements	Important ethical requirements are absent.

Criterion	Excellent	Satisfactory	Developing	Initial
	authorship are fully addressed.		require revision.	
Accessibility	Captions, transcripts, readability, and file access are fully considered.	Minor accessibility improvements are needed.	Several barriers remain.	Accessibility is not addressed.
Interaction	Team responds clearly and flexibly to audience questions.	Most responses are appropriate.	Responses require support.	Interaction is very limited.
Collaboration	Contributions are balanced and documented.	Most members contribute appropriately.	Participation is uneven.	Collaboration is minimal.

Note. *The rubric should be adapted to the selected media format and learner proficiency.*

3.28 Practical Activities

Activity 1. Platform or Purpose?

For each situation, identify:

- The language objective;
- The digital function;
- The expected learning evidence;
- One possible risk.

Students exchange voice notes about their weekend.

Students watch a short grammar video.

Students create a photographic vocabulary journal.

Students participate in a written debate.

Students follow an English-speaking content creator.

Students produce a tourism campaign.

Students join an international conversation group.

Activity 2. Transform Passive Exposure

Select one passive activity:

- Scrolling through posts;
- Watching short videos;
- Reading comments;
- Listening to music;
- Viewing photographs;
- Following a public figure.

Redesign it to include:

- A language objective;
- Noticing;
- Production;
- Interaction;
- Feedback;
- Reflection.

Activity 3. Design a Messaging Task

Complete the planning table.

Element	Response
Learner level	
Language objective	
Message format	
Maximum length	
Participation period	
Peer-response requirement	
Teacher feedback	
Privacy rule	
Low-connectivity alternative	
Final learning evidence	

Activity 4. Evaluate a Social Media Source

Select one English-language publication and examine:

- Author;
- Organization;
- Date;
- Purpose;
- Intended audience;
- Evidence;
- Language;
- Visual influence;
- Missing information;
- Commercial interests;
- Reliability.

Write a 150-word evaluation in English.

Activity 5. Create a Netiquette Guide

Develop ten rules for an English-learning group.

The guide must address:

- Respect;
- Disagreement;
- Privacy;
- Response times;
- Forwarding content;
- Language correction;

- Screenshots;
- Harmful communication;
- Source acknowledgement;
- Teacher availability.

Activity 6. Digital Identity Audit

Examine a simulated or personal profile without sharing private information.

Evaluate:

- Profile image;
- Biography;
- Language accuracy;
- Tone;
- Visible personal data;
- Professional suitability;
- Public comments;
- Possible audience interpretation.

Prepare an improved academic or professional version in English.

Activity 7. Mobile Accessibility Review

Select one mobile English activity and test it according to:

- Screen readability;
- File size;
- Captions;
- Transcript;
- Navigation;

- Internet dependency;
- Data consumption;
- Account requirement;
- Visual contrast;
- Alternative participation.

Recommend at least three improvements.

Activity 8. Apply the MOBILE Framework

Design an English lesson using:

Meaningful objective;

Online or mobile function;

Boundaries and safety;

Interaction and inclusion;

Learning evidence;

Evaluation and extension.

3.29 Check Your Understanding

Part A. Short-Answer Questions

1. Why does exposure to English through social media not automatically produce learning?
2. How does mobile-assisted language learGning differ from simply using a smartphone?
3. What is the difference between formal and informal digital learning?
4. Which social media functions may support oral communication?

5. Why should teachers select platforms by function rather than popularity?
6. How can messaging support language learning?
7. What should students do after watching an English-language video?
8. How can images support communicative activities?
9. Why should comments be read critically?
10. How can mobile recording support pronunciation?
11. What is self-regulated mobile learning?
12. How does digital identity affect communication?
13. What is the difference between misinformation and disinformation?
14. Why should public publication remain optional?
15. What dimensions form the MOBILE framework?

Part B. True or False

Frequent social media use guarantees English proficiency.

Social media can support formal and informal learning.

Every student who owns a phone has equal digital access.

Reactions and views provide reliable evidence of language proficiency.

Asynchronous communication allows additional planning time.

Captions should always be available from the beginning of a listening task.

Students should request consent before publishing identifiable recordings.

Mobile learning can connect classroom study with community experience.

Informal English found online is always grammatically incorrect.

Public social media accounts should be compulsory in language courses.

Teachers should establish limits for their online availability.

A digital campaign can be authentic without being published publicly.

Part C. Applied Situations

Situation 1

A teacher creates a messaging group, but most students use it only to ask about deadlines.

1. Why has the group not become a language-learning environment?
2. What objective could be introduced?
3. What participation structure is needed?
4. What evidence should students produce?

Situation 2

Students watch several English videos every week but show little improvement in listening.

1. What may be missing from the activity?
2. How could viewing become more active?
3. What learning evidence should be collected?

Situation 3

A student publishes a photograph of a community participant without permission.

1. Which ethical issue has occurred?
2. What should the teacher do?
3. How could the activity have prevented the problem?

Situation 4

A class campaign receives many reactions online, but the English contains frequent errors and unsupported claims.

- Why are reactions insufficient for assessment?

- Which criteria should be applied?
- What revision process is required?

Situation 5

Some students cannot upload video because their connection is unstable.

- What inclusive alternatives can be provided?
- How can the same speaking objective be preserved?
- Which elements of the assessment should remain identical?

3.30 Chapter Wrap-Up

Social media and mobile technologies have expanded the times, places, audiences, resources, and forms through which English can be learned. Students may encounter written, spoken, visual, and multimodal English throughout their daily digital activity.

Exposure alone is insufficient. Learners need to notice language, examine meaning, produce responses, interact with others, receive feedback, verify information, and reflect on progress.

Mobile-assisted language learning has developed from the simple delivery of exercises toward communication, collaboration, content creation, and learning across locations. Social media can support listening, speaking, reading, writing, vocabulary, grammar, pronunciation, intercultural communication, and learner autonomy.

Its educational value depends on design.

A messaging platform may support meaningful oral exchange or may function only as an administrative channel. A video platform may provide rich listening input or encourage passive viewing. An image-sharing service may support community-based language learning or expose private information. The platform does not determine the outcome.

Teachers should begin with a meaningful language objective and select only the technological function needed to support it. Activities require clear instructions, interaction, boundaries, accessibility measures, learning evidence, and feedback.

Social media also demands critical media literacy. Learners must evaluate sources, distinguish information from persuasion, identify misinformation, recognize stereotypes, and understand how digital content shapes perceptions.

Privacy, consent, digital identity, cyberbullying, copyright, distraction, and teacher workload require explicit attention. Students should never be forced to expose personal accounts or publish publicly when the same learning objective can be achieved through a protected or simulated environment.

Mobile access is unequal. Device quality, connectivity, data costs, accessibility, storage, technical confidence, and private study conditions influence participation. Inclusive planning offers multiple ways to access content, communicate, and produce evidence.

The MOBILE framework provides a practical sequence:

- Define a meaningful language objective;
- Select an online or mobile function;
- Establish boundaries and safety;
- Design interaction and inclusion;
- Collect learning evidence;
- Evaluate and extend the learning.

The central message of this chapter is:

Social media becomes educationally valuable when learners move from consuming content to examining, communicating, creating, verifying, revising, and reflecting in English.

3.31 Essential Concepts

Asynchronous communication: Interaction in which participants contribute at different times.

Cyberbullying: Repeated harmful behavior conducted through digital communication, including humiliation, threats, exclusion, or unauthorized sharing.

Digital identity: The representation of a person created through profiles, publications, language, images, interactions, and other online information.

Digital wellbeing: The responsible management of technology in relation to attention, health, rest, time, relationships, and learning.

Disinformation: False or manipulated information deliberately created or distributed to mislead.

Formal digital learning: Planned and assessed learning organized within an educational program.

Informal digital learning of English: English development that occurs through everyday digital activity outside formal instruction.

Media and information literacy: The ability to access, analyze, evaluate, create, and share information responsibly.

Misinformation: Inaccurate information shared without necessarily intending to deceive.

Mobile-Assisted Language Learning: Language learning supported through portable digital technologies.

Mobile instant messaging: Mobile communication through text, audio, images, video, or documents.

Netiquette: Norms for respectful and responsible communication in digital environments.

Self-regulated learning: The process through which learners establish goals, select strategies, monitor progress, and adjust their actions.

Social media: Digital environments in which users create, share, respond to, and circulate content.

Social networking site: A digital service that allows users to develop profiles and establish visible connections with individuals or communities.

Synchronous communication: Interaction that occurs among participants at the same time.

Ubiquitous learning: Learning distributed across different places, times, devices, people, and everyday experiences.

Chapter 4. Digital Storytelling, Multimedia, And Content Creation

Opening Reflection

Imagine that students in an English course are asked to describe an important place in their community.

The first student writes a paragraph containing the location, main characteristics, and personal opinion.

The second student places the same paragraph on five presentation slides and adds several decorative images, animations, and background music.

The third student begins by identifying an audience and a communicative purpose. The student interviews a community member, selects a meaningful event, writes and revises a short script, records a personal narration, combines original photographs with ambient sound, includes English captions, acknowledges the sources, and ends with a question that invites the audience to reflect.

All three students communicate information, but only the third product has been intentionally constructed as a digital story.

The second presentation contains multiple media elements, yet those elements do not necessarily work together to create meaning. The third product integrates language, voice, image, sound, sequence, perspective, and audience into a coherent narrative.

This comparison introduces the central principle of the chapter:

Digital storytelling is not the simple accumulation of text, images, music, and effects. It is the purposeful construction of meaning through a coordinated combination of narrative and media.

Digital content creation can provide English learners with opportunities to research, write, speak, revise, collaborate, communicate with audiences, and represent their experiences. It can also create problems when visual effects replace ideas, media are used without permission, cultural groups are represented superficially, or automated systems produce most of the work.

The educational question is therefore not:

How many media elements can students include?

It is:

How can students use English and multiple modes of communication to tell a meaningful, accurate, accessible, and ethically responsible story?

What You Will Learn

By the end of this chapter, readers will be able to:

explain digital storytelling, multimedia, multimodality, and digital content creation;

- Distinguish a digital story from a multimedia presentation;
- Identify the main components of an effective narrative;
- Apply multimedia-learning principles when designing educational content;
- Guide learners through research, scripting, storyboarding, production, revision, publication, and reflection;
- Integrate listening, speaking, reading, writing, vocabulary, grammar, and pronunciation into storytelling projects;
- Design podcasts, videos, visual narratives, digital comics, and interactive stories;

- Use generative artificial intelligence as limited support without transferring authorship or creative responsibility;
- Apply copyright, licensing, consent, privacy, and cultural-representation principles;
- Create accessible multimedia through captions, transcripts, readable design, and descriptions;
- Assess both the creative process and the final product;
- Develop an integrated digital storytelling project for university ESL/EFL learners.

4.1 Storytelling in English Language Education

Stories are used to organize experience, connect events, explain causes, represent identities, express emotions, preserve memories, and imagine possibilities.

In English language education, storytelling can help learners move beyond isolated sentences. A story requires them to connect language across a sequence and make decisions about:

- Setting;
- Characters;
- Events;
- Time;
- Perspective;
- Conflict;
- Cause and consequence;
- Description;

- Voice;
- Audience;
- Conclusion.

A learner who tells a story must select relevant information and organize it so that another person can understand why the events matter.

Storytelling may be used to develop:

- Chronological language;
- Past and present verb forms;

  Description;
- Reported speech;
- Connectors;
- Pronunciation;
- Fluency;
- Audience awareness;
- Emotional expression;
- Intercultural understanding;
- Critical reflection.

Stories may be fictional, autobiographical, academic, historical, explanatory, documentary, or professional. An engineering student may tell the story of how a structure failed. A tourism student may narrate the development of a local destination. A teacher trainee may document a classroom experience. A community group may explain the history of an environmental initiative.

The narrative form should respond to the learning objective. Not every English assignment needs to become a personal story.

4.2 What Is Digital Storytelling?

Digital storytelling combines narrative with digital media to communicate an experience, idea, argument, process, or perspective.

A digital story may include:

- Spoken narration;
- Written language;
- Photographs;
- Illustrations;
- Diagrams;
- Maps;
- Music;
- Sound effects;
- Animation;
- Video;
- Interviews;
- Interactive choices.

Robin describes educational digital storytelling as an approach through which teachers and learners use digital media to create and communicate stories. Its educational value lies not only in the final video or presentation but also in the processes of research, writing, media selection, production, and reflection.

Digital Storytelling Is More Than Digital Presentation

A conventional presentation may communicate a series of facts:

- Location;
- Population;
- Climate;

- Economic activities;
- Tourist attractions.

A digital story may organize similar information around a human experience:

A fishing community noticed that plastic waste was affecting the beach. One family began a local campaign, faced resistance, involved students, and gradually changed community practices.

The second version has:

- A perspective;
- A sequence;
- Participants;
- A problem;
- Decisions;
- Consequences;
- A central message.

Tabla 28

Multimedia Presentation and Digital Story

Element	Multimedia presentation	Digital story
Primary purpose	Present information	Communicate meaning through a narrative
Organization	Topics or bullet points	Events, development, and resolution
Voice	Often impersonal	Usually has an identifiable perspective
Audience relationship	Receives information	Follows, interprets, and responds
Media	May illustrate individual points	Work together to advance the story
Language	Descriptive or explanatory	Descriptive, explanatory, emotional, and narrative
Central question	What information should be shown?	What story should be told, and why does it matter?
Final effect	Understanding information	Understanding information through human or conceptual connection

Note. *A multimedia presentation may contain narrative elements, and a digital story may include factual explanation. The distinction lies in the organizing purpose.*

4.3 Multimedia and Multimodality

The terms *multimedia* and *multimodality* are related but refer to different ideas.

Multimedia

Multimedia refers to the use of more than one form of media, such as:

- Text;
- Image;
- Sound;
- Animation;
- Video.

Multimodality

Multimodality refers to the ways meaning is constructed through different modes of communication.

These modes may include:

- Linguistic meaning;
- Visual composition;
- Voice;
- Gesture;
- Movement;
- Music;
- Spatial arrangement;
- Color;
- Timing;
- Interaction.

A product may be multimedia without being meaningfully multimodal.

For example, a slide containing text, an unrelated image, and background music uses several media. However, those elements may not contribute coherently to meaning.

A multimodal product asks:

1. What does the narration communicate?
2. What does the image add that the words do not?
3. How does the voice influence interpretation?
4. What does the sequence reveal?
5. How do color and layout direct attention?
6. What does silence communicate?
7. How does the audience interact with the product?

Tabla 29

Modes and Their Possible Functions

Mode	Possible communicative contribution
Written text	Titles, quotations, definitions, captions, and emphasis
Spoken narration	Perspective, explanation, pacing, and emotional connection
Photograph	Evidence, setting, identity, detail, and atmosphere
Illustration	Representation of ideas, events, or imagined situations
Diagram	Explanation of structure, relationships, and processes
Map	Location, movement, route, and geographical connection
Music	Mood, rhythm, transition, and cultural association
Sound effect	Environment, action, emphasis, and realism
Gesture	Attitude, emotion, relationship, and pragmatic meaning
Layout	Hierarchy, sequence, relationship, and focus
Animation	Change, process, movement, and transformation
Interaction	Choice, exploration, participation, and alternative pathways

Note: *The creator should be able to explain why each mode is present.*

4.4 Educational Value in ESL/EFL Learning

Digital storytelling has been studied as a means of supporting language, motivation, digital literacy, collaboration, and learner expression.

A systematic review of educational digital storytelling found that its implementation may support learning when narrative production is combined with purposeful pedagogy, teacher guidance, and appropriate digital design.

Research with EFL learners has reported improvements in writing performance, motivation, collaboration, and willingness to express ideas. In one ten-week study, learners who created collaborative digital stories improved their writing scores and reported more positive attitudes toward writing. The study involved only 22 participants, so its findings should be interpreted within the limits of its design rather than generalized automatically to every group.

Research with English pre-service teachers has also shown that collaborative digital-story production can promote language practice, digital abilities, and cooperation when responsibilities, tools, community expectations, and outcomes are integrated into the learning design.

Potential Contributions

Digital storytelling may help learners:

- Write for a communicative purpose;
- Rehearse and record spoken English;
- Develop narrative coherence;
- Connect language with personal or community experience;
- Represent disciplinary knowledge;
- Collaborate through defined production roles;
- Revise language repeatedly;

- Communicate with an audience;
- Develop media and information literacy;
- Reflect on identity and culture;
- Combine creative and analytical thinking.

Benefits Are Not Automatic

Digital storytelling can become educationally weak when:

- Students spend most of their time selecting effects;
- The script receives little revision;
- Stronger learners complete all language work;
- One student manages all technology;
- Images are unrelated to narration;
- Music is used only for decoration;
- Media are copied without permission;
- The audience is undefined;
- The story contains unsupported claims;
- The final product is assessed only for appearance.

Teaching Principle

The language, narrative, and learning objective should guide media production. Technology should not become the central subject unless digital production itself is part of the objective.

4.5 The Anatomy of a Story

A story needs structure. Without structure, a digital product may become a collection of disconnected statements.

Not every story follows the same model, but the following elements are useful for educational planning.

Tabla 30

Narrative Components

Component	Guiding question
Purpose	Why is this story being told?
Audience	Who should understand or respond to it?
Perspective	From whose position is the story presented?
Setting	Where and when does it occur?
Participants	Who or what is involved?
Initial situation	What was happening before the central event?
Challenge or question	What problem, need, mystery, or decision drives the story?
Development	What actions, discoveries, or changes occur?
Turning point	What moment changes the direction of the story?
Outcome	What happens as a result?
Reflection	Why does the experience matter?
Audience invitation	What should the audience think, feel, question, or do?

Story Arc

A simple story arc can be represented as:

Beginning: Introduce the situation.

Development: Present events, information, or conflict.

Turning point: Show the most important change or realization.

Outcome: Explain what happened.

Reflection: Communicate why the story matters.

Example: A Community Water Story

Beginning

A rural community depended on a small water source.

Development

Population growth and dry seasons reduced the available supply.

Turning point

Residents and university students began collecting information and designing a conservation plan.

Outcome

The community introduced storage, monitoring, and awareness practices.

Reflection

The project showed that technical knowledge and community participation needed to operate together.

The story may include factual information, but the facts are organized through change and human action.

4.6 Point of View and Narrative Voice

Point of view determines how the audience experiences the story.

First-Person Voice

The narrator participates directly.

I first visited the mangrove when I was twelve years old.

First-person narration may create proximity and authenticity, but it should not be used to claim experiences that do not belong to the creator.

Third-Person Voice

The narrator presents the experience of another participant or group.

The residents began organizing weekly cleaning activities.

This voice may be appropriate for documentary or academic stories.

Collective Voice

The narrator speaks as part of a group.

We initially believed that the problem could be solved through a single campaign.

Collective narration should represent genuine shared experience and should not erase differences within the group.

Institutional Voice

The story represents an organization.

The university initiated the program in response to requests from local schools.

Institutional stories require verification and authorization.

Ethical Question

Who has the right to tell the story?

Students should consider:

1. Whether they participated in the experience;
2. Whether another person has given consent;
3. Whether the story contains private information;
4. Whether the narrator is speaking for a community without authorization;
5. Whether the participants can review their representation;
6. Whether unequal power affects whose voice is included.

4.7 Multimedia Learning Principles

More media do not necessarily produce more learning.

The cognitive theory of multimedia learning proposes that people process visual–pictorial and auditory–verbal information through partly separate channels, that each channel has limited capacity, and that meaningful learning requires active selection, organization, and integration of information.

Research summarized in the multimedia principle indicates that words and relevant pictures can support deeper learning more effectively than words alone in

suitable instructional conditions. This does not mean that every image improves learning. Visual information must contribute to understanding.

Coherence

Remove words, images, sounds, and effects that do not support the message.

Weak design

A story about water conservation contains animated stars, unrelated music, decorative photographs, and continuous transitions.

Improved design

Every visual shows the location, problem, action, or result. Music is used only where it supports mood and does not interfere with narration.

The coherence principle holds that excluding extraneous material can reduce unnecessary processing.

Signaling

Use visual or verbal cues to direct attention.

Examples include:

- Headings;
- Highlighted words;
- Arrows;
- Pauses;
- Changes in emphasis;
- Visual markers;
- Spoken transitions.

Spatial Contiguity

Place related text and images close together.

A label should appear near the part of the diagram it identifies rather than in a distant list.

Temporal Contiguity

Present related narration and visual information at the same time when simultaneous presentation supports understanding.

The narrator should not explain a diagram long before or after it appears.

Segmenting

Break long or complex content into manageable sections.

A five-minute technical explanation may be divided into:

- Problem;
- Components;
- Process;
- Result;
- Recommendation.

Redundancy

Avoid presenting long identical text on the screen while the narrator reads it word for word.

Short titles, important expressions, names, and captions may be useful. Full duplication can overload attention, although exceptions may be needed for accessibility and language support.

Active Processing

Students learn more from multimedia when they actively explain, organize, draw, summarize, map, question, or create rather than only watch. The generative-activity principle emphasizes explicit opportunities for learners to process and produce meaning.

Tabla 31

Multimedia Design Questions

Principle	Question for the creator
Coherence	Does every element support the message?
Signaling	Can the audience identify the most important information?
Spatial contiguity	Are related words and visuals placed together?
Temporal contiguity	Do narration and visual information appear at the appropriate time?
Segmenting	Is the story divided into manageable parts?
Redundancy	Is information repeated unnecessarily?
Active processing	What does the audience or learner do with the content?

Types of Digital Stories

Digital stories can serve different educational purposes.

Personal Narratives

These stories communicate experiences, memories, challenges, decisions, or changes.

Possible language

- Past tenses;
- Emotion vocabulary;
- Reflective expressions;
- Chronological connectors;
- Direct and reported speech.

Ethical consideration

Personal disclosure should never be compulsory.

Historical Stories

These stories reconstruct an event through documents, photographs, testimony, maps, or archival materials.

Possible language

- Past forms;
- Passive voice;
- Cause and consequence;
- Comparison;
- Source attribution.

Important requirement

Historical claims must be verified.

Documentary Stories

These stories investigate a real issue, participant, location, or process.

Possible formats

- Short documentary;
- Narrated photo essay;
- Interview-based podcast;
- Digital report.

Explanatory Stories

These stories explain how something develops, functions, succeeds, or fails.

Examples

- The construction of a bridge;
- The development of a software system;
- The path of water through a distribution network;
- The life cycle of a product;
- The process of conducting an experiment.

A technical explanation becomes more narrative when it shows change, decisions, consequences, or problem-solving.

Persuasive Stories

These stories combine narrative and argument to encourage reflection or action.

Examples

- Road-safety campaign;
- Recycling initiative;
- Anti-bullying message;
- Heritage-protection project;
- Responsible AI-use campaign.

Evidence must support the persuasive message.

Fictional Stories

Learners create characters, settings, events, and imagined situations.

Fictional storytelling may develop:

- Creative writing;
- Dialogue;
- Description;
- Hypothesis;
- Conditional language;
- Collaboration.

Data Stories

A data story explains what numerical or visual evidence means through a structured narrative.

It may include:

- A question;
- Data source;
- Visual representation;
- Finding;
- Explanation;
- Limitation;
- Implication.

Data should not be manipulated merely to make the story more dramatic.

Interactive Stories

The audience makes choices or explores alternative paths.

Examples include:

- Decision-making scenarios;
- Branching dialogues;
- Virtual tours;
- Problem-solving narratives;
- Simulated professional cases.

Interactive design should not become so complicated that learners spend more time navigating than using English.

4.8. The Digital Storytelling Process

A strong digital story is developed through a sequence. Recording or editing should not begin before the purpose, research, and script are sufficiently clear.

Stage 1: Define the Purpose

Ask:

1. What should the audience understand?
2. What should the audience feel or question?
3. Which English ability will learners develop?
4. What evidence of learning will be collected?

Stage 2: Identify the Audience

The language and media should respond to the audience.

Possible audiences include:

- Classmates;
- Younger students;
- International visitors;
- University applicants;
- Specialists;
- Community participants;
- Institutional authorities;
- A simulated public audience.

Stage 3: Select the Story

A topic is not yet a story.

Topic: Mangrove conservation

Possible story: How one group of students discovered that a familiar coastal area was changing and worked with residents to document the problem.

Stage 4: Research and Verify

Students collect:

- Facts;
- Dates;
- Locations;
- Testimonies;
- Definitions;
- Images;
- Documents;
- Technical information.

Every factual claim should be traced to a reliable source.

Stage 5: Write the Script

The script establishes:

- Narration;
- Sequence;
- Central message;
- Language level;
- Transitions;
- Quotations;
- Timing.

Stage 6: Create the Storyboard

A storyboard plans the relationship between narration and media.

Tabla 32

Storyboard Template

Scene	Narration or dialogue	Visual element	Audio or sound	Text on screen	Source or permission	Estimated time
1						
2						
3						

Stage 7: Collect or Produce Media

Students may:

- take original photographs;
- record interviews;
- draw illustrations;
- create diagrams;
- record ambient sound;
- use openly licensed materials;
- generate limited media with AI when permitted.

Stage 8: Record Narration

Narration should be:

- Understandable;
- Appropriately paced;
- Expressive without exaggeration;
- Recorded in a quiet location;
- Consistent with the script.

Stage 9: Assemble the Story

Media are combined according to the storyboard.

Stage 10: Review

The draft is reviewed for:

- Narrative coherence;

English;

- Factual accuracy;
- Media relevance;
- Sound quality;
- Accessibility;
- Permissions;
- Source acknowledgement;
- Cultural representation.

Stage 11: Revise

Students apply selected feedback and explain important changes.

Stage 12: Share or Simulate Publication

The product may be:

- Shown in class;
- Shared privately;
- Presented at a university event;
- Distributed through an institutional channel;
- Published publicly with authorization;
- Stored in a digital portfolio.

Stage 13: Reflect

Students explain:

1. what they learned;
2. which decisions they made;
3. which difficulties they encountered;
4. how feedback influenced the product;
5. what they can now do independently.

4.9 Scriptwriting for English Learners

The script is the linguistic foundation of the story.

A visually attractive product cannot compensate for a weak or incoherent script.

Script Components

A useful script may include:

- Opening line;
- Setting;
- Central question or problem;
- Relevant events or explanation;
- Turning point;
- Outcome;
- Reflection;
- Closing invitation.

Opening Strategies

Begin with a question.

1. Present a surprising but verified fact.
2. Describe a moment.
3. Introduce a voice.
4. Use a brief quotation.
5. Present a contrast.
6. Start with a sound or image that requires explanation.

Example

Weak opening

This video is about waste in our community.

Stronger opening

At six every morning, fishermen pull their boats onto the beach. Increasingly, they find plastic among the nets.

The second opening introduces a place, action, participants, and problem.

Writing for the Ear

Narration is heard, not read silently.

Writers should:

- Use manageable sentence length;
- Avoid excessive technical terminology;
- Explain unfamiliar terms;
- Use transitions;
- Read the script aloud;
- Mark pauses;
- Remove repeated ideas;
- Select words that can be pronounced confidently.

Script-Length Estimate

A moderate speaking rate may range roughly from 110 to 150 words per minute depending on proficiency, purpose, and delivery. Students should test the real duration rather than rely only on an estimate.

Script Revision Questions

1. Is the central message clear?
2. Does each sentence move the story forward?
3. Are events logically connected?
4. Is the language suitable for the audience?
5. Are important terms explained?

6. Are claims verified?
7. Can the narrator pronounce the script clearly?
8. Is the ending connected to the beginning?

4.10 Storyboarding as Language and Design Planning

Storyboarding is not only a technical activity. It requires learners to decide how words, visuals, sound, and timing will work together.

Why Storyboards Matter

They help students:

- Detect missing information;
- Reduce unnecessary media;
- Estimate time;
- Plan transitions;
- Identify required sources;
- Divide responsibilities;
- Anticipate accessibility;
- Revise before production becomes difficult.

Classroom Activity: Storyboard Without Technology

Groups receive a short script and blank paper.

They draw six frames and decide:

1. what the audience sees;
2. what the audience hears;
3. which words appear;
4. how each scene connects;
5. which media must be created.

The activity demonstrates that multimedia design begins with thinking rather than software.

4.11 Digital Storytelling for Writing

Digital storytelling can support writing because students must move through planning, drafting, feedback, revision, and publication.

Writing development may include:

- Narrative structure;
- Vocabulary selection;
- Grammatical accuracy;
- Cohesion;
- Paragraph development;
- Audience awareness;
- Editing;
- Reflection.

Research with EFL learners has found that collaborative digital-story production can improve writing quality and motivation when learners receive structured guidance over time.

Writing Sequence

Brainstorm ideas.

Select a central message.

Organize events.

Draft the script.

Review content.

Review language.

Read aloud.

- Revise for oral delivery;
- Record narration;
- Reflect on changes.

Activity: From Paragraph to Story

Students begin with a descriptive paragraph.

They then add:

- A participant;
- A problem or question;
- A sequence;
- A change;
- A reflection.

They compare the original paragraph with the revised narrative.

Visible Writing Evidence

Students submit:

- Outline;
- First script;
- Peer feedback;
- Revised script;
- Final narration;
- Revision explanation.

This evidence allows the teacher to assess learning rather than only the finished video.

4.12 Digital Storytelling for Speaking and Pronunciation

Digital stories create a reason to rehearse spoken English.

Learners can work on:

- Intelligibility;
- Word stress;
- Sentence stress;
- Pausing;
- Rhythm;
- Intonation;
- Volume;
- Fluency;
- Expression.

Recording Cycle

Read the script silently.

Mark stressed words.

Identify difficult pronunciation.

- Rehearse in sections;
- Record a first version;
- Listen critically;
- Receive peer feedback;
- Record a revised version;
- Compare versions.

Speaking Should Not Remain Completely Scripted

After presenting the story, learners should answer questions without reading.

This confirms that they understand the content and can extend communication beyond the recording.

Activity: Narrator and Listener

The narrator records one scene.

The listener answers:

1. What happened?
2. Which word was difficult to understand?
3. Where should the narrator pause?
4. Which idea needs more emphasis?
5. Did the voice match the meaning?

The narrator revises based on communicative effectiveness rather than accent imitation.

4.13 Digital Storytelling for Listening

Learners develop listening when they:

- Analyze model stories;
- Transcribe selected sections;
- Compare narration with captions;
- Interpret tone;
- Follow sequence;
- Identify perspective;
- Evaluate evidence;
- Listen to peer drafts.

Activity: Sound Before Image

Students listen to the audio of a digital story without viewing the images.

They predict:

- Setting;
- Participants;
- Mood;
- Central problem;
- Possible visuals.

They then watch the full story and discuss how visual information changed interpretation.

Activity: Caption Editor

Students compare automatic captions with the recording.

They correct:

- Names;
- Punctuation;
- Homophones;
- Technical terms;
- Speaker identification;
- Meaningful sounds.

This activity integrates listening, writing, accessibility, and editing.

4.14 Digital Storytelling for Reading

Research is often required before production. Students may read:

- Articles;
- Reports;
- Interviews;
- Archival documents;

- Maps;
- Statistics;
- Public notices;
- Institutional information.

Reading supports storytelling when learners:

1. Identify central information;
2. Compare sources;
3. Distinguish fact from opinion;
4. Select quotations;
5. Verify claims;
6. Paraphrase accurately;
7. Recognize bias;
8. Connect evidence with the narrative.

Activity: Source-to-Scene Map

Students complete the following table.

Source information	Why it matters	Scene where it will appear	How it will be acknowledged

The activity prevents sources from being added only at the end.

4.15 Podcasts and Audio Stories

A podcast or audio story relies on:

- Narration;
- Dialogue;
- Interviews;
- Music;

- Ambient sound;
- Pauses;
- Transitions.

Because images are absent, the language must help listeners imagine the setting and follow the sequence.

Possible ESL/EFL Podcast Formats

1. Personal story;
2. Interview;
3. Documentary;
4. Debate;
5. Explanatory episode;
6. Oral history;
7. News report;
8. Professional discussion;
9. Fictional drama.

Audio-Story Planning

Students should define:

- Title;
- Audience;
- length;
- Speakers;
- Central question;
- Segment order;
- Sound requirements;
- Transcript;

- Source list.

Activity: Two-Minute Local Story

Students record a two-minute audio story containing:

1. Opening sound;
2. 30-second introduction;
3. One short interview excerpt;
4. Explanation;
5. Final reflection.

A transcript must accompany the recording.

Common Error

Music may be louder than speech or may create an emotional interpretation unsupported by the story.

Sound should support rather than manipulate or obscure meaning.

4.16 Video Stories and Short Documentaries

Video combines image, movement, speech, gesture, text, and sound.

Possible formats include:

- Documentary;
- Tutorial;
- Narrated field observation;
- Interview story;
- Problem–solution video;
- Personal reflection;
- Fictional scene.

Production Questions

1. Is video necessary?
2. What action or visual evidence should the audience see?
3. Which information should be narrated?
4. Which information can be shown?
5. Are participants authorized to appear?
6. Is the location safe to record?
7. Are captions required?
8. Can the file be accessed with limited bandwidth?

Show and Tell

A weak video often narrates what the audience can already see.

This is a bridge. The bridge is long. Cars cross the bridge.

A stronger narration adds meaning:

This bridge reduced travel time between the two communities, but seasonal flooding continues to affect the access road.

The image shows the bridge. The narration explains significance.

4.17 Digital Comics and Visual Narratives

Digital comics combine:

- Panels;
- Characters;
- Dialogue;
- Narration;
- Visual sequence;
- Symbols;
- Sound words;

- Spatial relationships.

They can support:

- Dialogue writing;
- Reported speech;
- Pragmatic language;
- Narrative order;
- Humor;
- Conflict;
- Hypothetical situations.

Activity: Miscommunication Comic

Students create a six-panel comic about a misunderstanding in an academic or professional situation.

The comic must include:

- Greeting;
- Unclear message;
- Request for clarification;
- Explanation;
- Resolution;
- Reflection.

The class discusses how language and nonverbal signals affected communication.

Visual Responsibility

Students should avoid using exaggerated physical or cultural features to represent social groups.

4.18 Interactive and Branching Stories

Interactive stories allow audiences to make decisions.

Example: Study-Abroad Scenario

The learner chooses how to respond when:

- Arriving late;
- Misunderstanding an instruction;
- Receiving critical feedback;
- Requesting an extension;
- Resolving a conflict.

Each option leads to a consequence and explanation.

Language Functions

Interactive stories can practice:

- Requests;
- Apologies;
- Clarification;
- Negotiation;
- Advice;
- Conditionals;
- Professional politeness;
- Decision-making.

Design Caution

The story should remain manageable. A project with too many pathways may become technically complex and linguistically shallow.

A useful initial design may contain:

1. One opening situation;

2. Three decision points;
3. Two or three options per point;
4. Feedback;
5. One final reflection.

4.19 Collaboration and Production Roles

Digital storytelling often involves several types of work.

Possible roles include:

1. Researcher;
2. Scriptwriter;
3. Language editor;
4. Storyboard designer;
5. Narrator;
6. Interviewer;
7. Photographer;
8. Audio editor;
9. Video editor;
10. Accessibility reviewer;
11. Copyright reviewer;
12. Project coordinator.

Equal Participation Does Not Mean Identical Work

Students may contribute through different roles, but every learner should demonstrate English development.

A technically skilled student should not complete the entire project while other students remain passive.

Individual Language Evidence

Each student may be required to:

- Write part of the script;
- Narrate a section;
- Participate in an-interview;
- Answer questions;
- Submit a reflection;
- Complete an individual transfer task.

Collaboration Log

Student	Assigned responsibility	Evidence completed	Feedback received	Revision made

4.20 Artificial Intelligence and Content Creation

Generative AI can produce:

- Story ideas;
- Outlines;
- Scripts;
- Images;
- Voices;
- Music;
- Captions;
- Translations;
- Video;
- Editing recommendations.

These functions can support content creation, but they can also transfer creative and linguistic responsibility away from the learner.

Productive Uses

Students may use AI to:

1. Generate alternative story questions;
2. Compare possible structures;
3. Identify missing transitions;
4. Request feedback without rewriting;
5. Produce practice pronunciation;
6. Draft temporary visual placeholders;
7. Generate an image that is later critically evaluated;
8. Identify accessibility problems.

Problematic Uses

AI should not be used to:

- Invent community testimony;
- Imitate a participant's voice without permission;
- Create false documentary images;
- Generate the entire script and narration;
- Fabricate historical scenes without disclosure;
- Replace research;
- Invent references;
- Represent a culture through unverified stereotypes;
- Conceal the learner's actual English ability.

Human Authorship

Students remain responsible for:

- Purpose;
- Research;

- Perspective;
- Facts;
- Ethical decisions;
- Language accepted;
- Media selected;
- Final composition;
- Disclosure of AI use.

UNESCO's guidance on generative AI emphasizes human agency, validation, privacy, ethical use, and pedagogical purpose. AI-generated content should be treated as material requiring evaluation rather than unquestioned information.

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AI Support and Learner Responsibility

AI contribution	Required learner action
Generates possible titles	Evaluate relevance and create or select the final title
Proposes an outline	Compare it with the intended narrative and revise
Suggests language changes	Decide whether meaning and voice are preserved
Generates an image	Verify representation, disclose use, and assess ethical suitability
Produces captions	Correct accuracy, punctuation, speaker identification, and terminology
Creates synthetic narration	Determine whether its use is permitted and whether human narration is required
Recommends music	Verify licensing and cultural suitability
Produces a summary	Compare it with the original and identify omissions

AI Disclosure Example

A generative AI system was used to propose three alternative titles and to identify repeated vocabulary in the first script. The authors selected the final title, verified all language, recorded the narration, and made the final editorial decisions.

4.21 Synthetic Images, Voices, and Documentary Integrity

Synthetic media can make events appear to have occurred when they did not.

A generated image may look like:

- A historical photograph;
- A real participant;
- An actual location;
- Documentary evidence.

Students should clearly distinguish among:

- Authentic media;
- Reconstructed scenes;
- Illustrations;
- Simulations;

AI-generated material.

Disclosure Labels

Examples include:

1. *AI-generated illustration*
2. *Reconstructed scene*
3. *Simulated dialogue*
4. *Image created for educational representation*
5. *Voice generated synthetically with authorization*
6. Voice and Identity

A person’s voice should not be cloned without informed consent.

A student should not generate a synthetic voice that imitates:

- A teacher;

- A classmate;
- A public official;
- A community member;
- A deceased person;

Unless the use is legally and ethically authorized and clearly disclosed.

Copyright Consideration

Copyright treatment of AI-generated material continues to evolve across jurisdictions. A 2025 U.S. Copyright Office report concluded that protection depends on sufficient human creative authorship and that prompting alone does not necessarily establish authorship over generated output. This principle is specific to United States analysis and should not be assumed to represent every jurisdiction.

4.22 Copyright and Open Licensing

Digital availability does not mean that media may be copied freely.

Students should verify whether an image, song, video, recording, or text is:

- Protected by copyright;
- In the public domain;
- Openly licensed;
- Available under institutional permission;
- Created by the student;
- Used with explicit authorization.

Creative Commons

Creative Commons licenses allow creators to communicate permissions for reuse.

The specific license may determine whether users can:

- Copy;

- Redistribute;
- Adapt;
- Use commercially;
- Apply the same license to adaptations.

TASL Attribution

Creative Commons recommends including:

T – Title

A – Author

S – Source

L – License

This TASL approach applies when reusing or adapting Creative Commons material.

Attribution Example

Coastal Sunset, by Ana Pérez, obtained from the creator's media collection, licensed under CC BY 4.0.

When an adaptation is created, the attribution should also indicate that the original work was modified.

Music

Students should not assume that a short section of a popular song is automatically permitted.

Safer options include:

- Original music;
- Institutionally licensed audio;
- Public-domain recordings;

Creative Commons music whose conditions are followed;

- No music.

Copyright Checklist

1. Who created the work?
2. Which license applies?
3. Is adaptation permitted?
4. Is commercial use restricted?
5. Is attribution complete?
6. Has the work been modified?
7. Is the source saved?
8. Does the final publication platform affect the permitted use?

4.23 Privacy, Consent, and Human Participants

Digital stories may contain identifiable information.

Students should obtain informed consent before recording or publishing:

- Faces;
- Voices;
- Names;
- Personal experiences;
- Private locations;
- Professional information;
- Community testimony.

Informed Consent Means That Participants Understand

the purpose of the recording;

1. Who will see it;
2. Where it will be stored;

3. Whether it will be published;
4. How long it will remain available;
5. Whether it can be withdrawn;
6. Whether it will be edited;
7. Whether AI will be used.

Students Should Avoid

recording without permission;

- Using hidden audio;
- Publishing telephone numbers;
- Revealing exact home locations;
- Sharing sensitive personal stories;
- Exposing children without guardian authorization;
- Using private testimony outside the agreed purpose.

Consent Is Ongoing

A participant may agree to an interview but not to public publication.

The production team should provide an opportunity to review the relevant section when representation may affect the participant.

4.24 Cultural Representation and Community Stories

Digital storytelling can amplify local knowledge, but it can also simplify communities into attractive images for external audiences.

Students should avoid:

- Romanticizing poverty;
- Treating communities as homogeneous;
- Presenting traditions as unchanging;

- Speaking for participants without authorization;
- Selecting only picturesque elements;
- Removing disagreement or difficulty;
- Representing people only as project beneficiaries;
- Using cultural symbols as decoration.

Questions for Responsible Representation

1. Who is speaking?
2. Who is absent?
3. Whose interpretation dominates?
4. How was information verified?
5. Were participants able to contribute?
6. Does the story contain generalizations?
7. Are differences within the community represented?
8. Could the story produce harm or embarrassment?
9. What does the audience need to understand beyond the visible image?

Activity: Representation Audit

Students review a draft and mark each statement as:

- Verified fact;
- Participant perspective;
- Narrator interpretation;
- Unsupported generalization;
- Value judgment.

They revise unsupported statements.

4.25 Accessibility in Multimedia Creation

Accessible media allow more people to understand and use the content.

The W3C Web Accessibility Initiative explains that captions provide synchronized textual access to speech and meaningful non-speech audio. Transcripts provide a textual version of audio content, while descriptive transcripts or audio descriptions communicate essential visual information.

Captions Should Include

- Spoken words;
- Speaker identification when necessary;
- Important sound effects;
- Meaningful music information;
- Accurate timing;
- Correct punctuation.

Automatic captions require human correction.

Transcripts

A transcript is especially useful for:

- Podcasts;
- Interviews;
- Low-bandwidth access;
- Users who process written information more effectively;
- Later study;
- Search and quotation.

Audio Description

When essential information is shown visually but not explained through narration, an audio description or descriptive transcript may be needed.

Visual Accessibility

Creators should use:

- Readable fonts;
- Sufficient contrast;
- Limited text per screen;
- Meaningful headings;
- Stable layouts;
- Descriptions for informative images;
- Color plus another visual indicator;
- Sufficient display time.

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Accessibility Review

Media element	Accessibility provision
Video	Captions and transcript
Podcast	Transcript
Photograph	Alternative text or narration
Diagram	Explanation of relationships
On-screen text	Readable size and contrast
Color-coded information	Labels or symbols in addition to color
Interactive story	Keyboard-compatible and clearly labeled navigation
Complex visual scene	Audio description or descriptive transcript
Large media file	Compressed or downloadable alternative

Accessibility should be planned during storyboarding, not added only after production.

4.26 Technical Quality Without Technical Perfectionism

Students do not need professional production equipment to create a meaningful story.

A strong story may be created with:

- A basic smartphone;
- Original photographs;
- Clear narration;
- Simple editing;
- Careful language;
- Thoughtful structure.

Technical quality should support comprehension.

Minimum Technical Standards

- Voice is understandable;
- Background noise does not obscure speech;
- Images are visible;
- Text is readable;
- Transitions do not distract;
- Media load correctly;
- Captions are synchronized;
- File size is manageable.

Technical Perfectionism Can Reduce Learning

Students may spend excessive time:

- Changing fonts;
- Selecting transitions;
- Adjusting decorative effects;
- Repeating recordings for minor imperfections;
- Searching for music;
- Redesigning visual details.

Teachers should establish production limits and remind learners that the central evidence concerns communication and learning.

4.27 Assessing Digital Storytelling

Assessment should include both the production process and the final story.

Process Evidence

- Research notes;
- Source verification;
- Outline;
- Script drafts;
- Storyboard;
- Peer feedback;
- Revision history;
- Permission records;
- Accessibility review;
- Reflection.

Product Evidence

- narrative coherence;

English use;

- Spoken intelligibility;
- Media integration;
- Factual accuracy;
- Audience awareness;
- Ethical responsibility;

- Accessibility;
- Technical functionality.

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Suggested Assessment Dimensions

Dimension	Main question
Purpose	Does the story communicate a meaningful central message?
Narrative	Are events or ideas organized coherently?
English	Is the language understandable, accurate, and appropriate?
Voice	Is the perspective clear and ethically represented?
Media integration	Do media elements contribute to meaning?
Evidence	Are factual claims verified and sources acknowledged?
Creativity	Does the product show purposeful original decision-making?
Accessibility	Can users with different needs access the story?
Digital responsibility	Are consent, privacy, copyright, and disclosure addressed?
Reflection	Can learners explain their decisions and development?

Creativity Should Not Mean Decoration

Creativity may be demonstrated through:

- Original perspective;
- Meaningful connection;
- Effective narrative;
- Thoughtful metaphor;
- Purposeful visual design;
- Innovative explanation;
- Audience engagement;
- Responsible adaptation.

4.28 The STORY Framework

The following framework can guide educational digital-story production.

STORY

S – Set the Purpose and Audience

Determine:

- Language objective;
- Message;
- Audience;
- Expected response;
- Final evidence.

T – Tell a Coherent Narrative

Develop:

- Perspective;
- Setting;
- Question or problem;
- Sequence;
- Turning point;
- Outcome;
- Reflection.

O– Organize Language and Media

Coordinate:

- Script;
- Image;
- Sound;
- Voice;
- Timing;
- Layout;

- Interaction.

R – Review Responsibility and Accessibility

Verify:

- Facts;
- English;
- Sources;
- Permissions;
- Cultural representation;

AI use;

- Captions;
- Transcripts;
- File access.

Y – Yield Evidence and Reflection

Collect:

- Drafts;
- Storyboard;
- Final product;
- Individual contribution;
- Audience response;
- Independent performance;
- Reflection.

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Applying the STORY Framework

Stage	Planning question	Example
Set	What should the audience understand?	Understand how a local environmental initiative developed.

Stage	Planning question	Example
Tell	What sequence communicates the change?	Problem, discovery, community action, result, reflection
Organize	Which modes are needed?	Interviews, narration, photographs, map, ambient sound
Review	What must be verified?	Consent, facts, captions, licenses, respectful representation
Yield	What proves learning?	Script drafts, final story, live questions, personal reflection

4.29 Classroom Case: Voices of Manabí

Project Title

Voices of Manabí: Stories of Knowledge, Work, and Community

Learner Profile

University EFL students

B1–B2 level

Groups of four

Primary access through smartphones

Mixed experience in audio and video editing

Limited access to high-speed internet outside the university

General Objective

Students will create an accessible three-to-five-minute digital story in English that presents a verified local experience, process, initiative, or form of knowledge.

Possible Themes:

- Traditional craft;
- Agricultural process;
- Local entrepreneurship;
- Community water management;
- Sustainable tourism;

- Coastal conservation;
- Educational initiative;
- Historical place;
- Engineering project;
- Cultural practice;
- Professional life story.

Language Objectives

Students will:

- Narrate events;
- Describe people, places, and processes;
- Use chronological and causal connectors;
- Distinguish fact from interpretation;
- Conduct and report an interview;
- Pronounce relevant vocabulary intelligibly;
- Adapt language to an international audience;
- Respond to questions.

Digital and Ethical Objectives

Students will:

- Verify sources;
- Request informed consent;
- Create a storyboard;
- Integrate media purposefully;
- Acknowledge authorship;
- Produce captions and a transcript;
- Disclose AI assistance;

- Represent participants respectfully;
- Compress the final file.

Stage 1: Explore Models

Students analyze two or three digital stories.

They identify:

- Purpose;
- Audience;
- Point of view;
- Narrative structure;
- Language;
- Image–voice relationship;
- Use of sound;
- Ethical concerns;
- Accessibility.

Stage 2: Submit a Story Proposal

Each team submits:

- Provisional title;
- Subject;
- Participant or sources;
- Central question;
- Audience;
- Expected message;
- Proposed media;

- Possible ethical concerns.

Proposal Question

What change, decision, challenge, or experience makes this subject a story rather than only a topic?

Stage 3: Obtain Permission

Before recording, teams explain:

- Project purpose;
- Educational use;
- Possible audience;
- Recording format;
- Editing;
- Storage;
- Right to withdraw before publication.

Public release requires specific authorization.

Stage 4: Research

Each team uses at least three sources.

Possible sources include:

- Participant interview;
- Institutional document;
- Academic or technical source;
- Archive;
- Official data;
- Field observation.

Students maintain a source register.

Stage 5: Develop the Narrative

Teams complete the following structure.

Narrative element	Team response
Initial situation	
Central question	
Main participant or perspective	
Important events	
Turning point	
Outcome	
Meaning	
Closing invitation	

Stage 6: Write and Revise the Script

The first script is reviewed for:

- Narrative;
- English;
- Factual accuracy;
- Cultural representation;
- Speaking difficulty;
- Timing.

Students revise before recording.

Stage 7: Create the Storyboard

Each scene identifies:

- Narration;
- Visual;
- Sound;

- On-screen text;
- Source;
- Permission;
- Accessibility provision.

Stage 8: Produce Original Media

Teams should prioritize:

- Original photographs;
- Authorized interviews;
- Student-created diagrams;
- Student-recorded narration;
- Authentic environmental sound.

External media must be licensed and acknowledged.

Stage 9: Record and Edit

Technical expectations include:

- Clear voice;
- Controlled background sound;
- Coherent sequence;
- Limited effects;
- Readable text;
- Manageable file size.

Stage 10: Accessibility Review

The draft must include:

- Accurate captions;
- Complete transcript;
- Explanations of important visual information;
- Readable typography;
- Adequate contrast;
- Source and license information.

Stage 11: Ethical and Factual Review

Students verify:

- Every factual claim;
- Participant names and roles;
- Quotations;
- Consent;
- Locations;
- Copyright;
- AI disclosure;
- Cultural representation.

Stage 12: Peer Review

Each group reviews another story.

Narrative

1. Is the central question clear?
2. Does the story show development?
3. Is the ending meaningful?

English

1. Is the narration understandable?
2. Is the vocabulary suitable?
3. Are transitions effective?

Media

1. Does each element add meaning?
2. Is any media distracting?
3. Are images synchronized with narration?

Responsibility

1. Are sources acknowledged?
2. Is the representation respectful?
3. Are permissions evident?
4. Is AI use disclosed?

Accessibility

1. Are captions accurate?
2. Is the transcript complete?
3. Is the text readable?

Stage 13: Revise

Teams submit a revision note containing:

- Feedback received;
- Changes accepted;
- Changes rejected;
- Reason for each decision.

Stage 14: Presentation and Audience Questions

After showing the story, every team member answers at least one question.

Possible questions include:

1. Why did you select this perspective?
2. Which source was most important?
3. How did you verify the information?
4. Which media decision was most difficult?
5. What did the participant contribute?
6. What would you change in a longer version?

Stage 15: Individual Performance

Each student independently records a one-minute explanation of:

- What does the story mean;
- What they learned;
- One ethical decision;
- One language improvement.

This prevents the group product from becoming the only evidence of individual learning.

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Assessment Rubric for Voices of Manabí

Criterion	Excellent	Satisfactory	Developing	Initial
Purpose and message	Central message is clear, meaningful, and appropriate for the audience.	Message is generally clear.	Message requires further development.	Purpose is unclear.
Narrative structure	Story develops coherently with an effective beginning, development,	Most narrative elements are connected.	Several transitions or elements are weak.	Product lacks narrative organization.

Criterion	Excellent	Satisfactory	Developing	Initial
	outcome, and reflection.			
English use	Language is accurate, varied, and suitable for the audience.	Errors occur but meaning remains clear.	Frequent errors affect parts of the message.	Errors substantially limit comprehension.
Oral intelligibility	Narration is clear, well paced, and expressive.	Most narration is understandable.	Some sections require listener effort.	Narration is frequently difficult to understand.
Media integration	Words, images, sound, and timing work together purposefully.	Most media support the story.	Some media are unnecessary or disconnected.	Media distract from or obscure the message.
Research and evidence	Claims are verified through reliable and acknowledged sources.	Most claims are supported.	Some information requires verification.	Information is unsupported or inaccurate.
Cultural representation	Participants and practices are represented accurately, respectfully, and with appropriate perspective.	Representation is generally respectful.	Some simplifications or generalizations remain.	Representation is inappropriate or harmful.
Copyright and consent	All permissions, licenses, and acknowledgements are complete.	Minor corrections are required.	Several elements are incomplete.	Important permissions or acknowledgements are absent.
Accessibility	Captions, transcript, readability, and visual description are effectively implemented.	Minor improvements are needed.	Several barriers remain.	Accessibility is not addressed.
Collaboration	Responsibilities are balanced and documented.	Most members contribute appropriately.	Participation is uneven.	Collaboration is minimal.
Reflection	Learner explains decisions, feedback, development, and future improvement critically.	Reflection addresses most elements.	Reflection is mainly descriptive.	Reflection provides little evidence of learning.

Note. *The rubric may be adapted for audio-only, comic, interactive, or documentary formats.*

4.30 Practical Activities

Activity 1. Presentation or Story?

Analyze five digital products selected by the teacher.

For each product, identify:

- Purpose;
- Audience;
- Perspective;
- Sequence;
- Challenge or question;
- Outcome;
- Use of media.

Decide whether it is primarily:

- An informational presentation;
- A digital story;
- A combination.

Explain your decision.

Activity 2. Find the Story

Convert each topic into a story question.

- ✓ Local tourism
- ✓ Water conservation
- ✓ Artificial intelligence in education
- ✓ University life
- ✓ Road safety
- ✓ Traditional food

- ✓ Community entrepreneurship
- ✓ Climate change

Example:

Topic: Road safety

Story question: How did one university project change students' understanding of pedestrian risk?

Activity 3. Build a Story Arc

Select a real or fictional subject and complete:

- Initial situation;
- Central problem;
- Development;
- Turning point;
- Outcome;
- Reflection.

Write a 200-word script.

Activity 4. Multimedia Coherence Audit

Review a multimedia product and identify:

- Essential elements;
- Decorative elements;
- Repeated information;
- Distracting transitions;
- Unrelated sound;
- Unclear visual relationships.

Recommend five revisions.

Activity 5. Creating a Storyboard

Design an eight-scene storyboard for a three-minute digital story.

Include:

- Narration;
- Visual;
- Sound;
- On-screen text;
- Source;
- Permission;
- Accessibility;
- Timing.

Activity 6. Caption Correction

Use a short, recorded English text.

Generate automatic captions.

Compare them with the audio.

Correct vocabulary, names, punctuation, and speaker identification.

Add meaningful sound information.

Reflect on the types of errors found.

Activity 7. Copyright Investigation

Select three media items.

For each one, identify:

- Title;
- Creator;
- Source;
- License;
- Permitted use;
- Adaptation conditions;
- Correct attribution.

Do not use the item when its legal status cannot be determined.

Activity 8. AI Content Audit

Generate or examine one AI-supported media element.

Evaluation:

- Accuracy;
- Bias;
- Cultural representation;
- Visual realism;
- Authorship;
- Disclosure;
- Copyright uncertainty;
- Educational necessity.

Decide whether to:

- Use;
- Revise;
- Replace;
- Reject.

Activity 9. Accessible Story Challenge

Create a 60-second story that includes:

- Understandable narration;
- Captions;
- Transcript;
- Description of essential visual information;
- Readable text;
- Acknowledged media.

A partner tests the product without sound and then without images.

Activity 10. Apply the STORY Framework

Design a project using:

- Set the purpose and audience;
- Tell a coherent narrative;
- Organize language and media;
- Review responsibility and accessibility;
- Yield evidence and reflection.

4.31 Check Your Understanding

Part A. Short-Answer Questions

1. How does a digital story differ from a multimedia presentation?
2. What is the difference between multimedia and multimodality?
3. Why does a topic not automatically constitute a story?
4. Which elements form a basic story arc?

5. Why is point of view an ethical decision?
6. What does the coherence principle require?
7. Why should students create a storyboard?
8. How can digital storytelling support writing?
9. How can it support speaking and pronunciation?
10. Why should narration add meaning rather than repeat visible information?
11. What responsibilities remain with students when AI is used?
12. What does TASL represent?
13. Why is consent required before publishing interviews?
14. What is the purpose of captions?
15. What is the difference between captions and a transcript?
16. Why should both process and product be assessed?
17. What are the five stages of the STORY framework?

Part B. True or False

- ✓ A presentation becomes a digital story when music is added.
- ✓ Every image in a story should contribute to meaning.
- ✓ More animation always improves learning.
- ✓ A storyboard should be created before production.
- ✓ Automatic captions are always accurate.
- ✓ Public publication is required for authentic learning.
- ✓ Personal disclosure should be voluntary.
- ✓ A student may record anyone in a public place without permission.
- ✓ Creative Commons material never requires attribution.
- ✓ AI-generated documentary images should be disclosed.

- ✓ A group product is sufficient evidence of every student's English proficiency.
- ✓ Accessibility should be planned from the beginning.
- ✓ Technical perfection is more important than narrative coherence.
- ✓ A digital story may explain a technical process.
- ✓ Reflection is part of the learning evidence.

Part C. Applied Situations

Situation 1

A group creates a beautiful video containing copied photographs, popular music, and a strong narration. No sources are provided.

1. What problems are present?
2. Which material may need to be replaced?
3. What attribution information is required?
4. How should the project be revised?

Situation 2

One student edits the entire video, writes the script, and records the narration. The other members provide ideas but produce no English evidence.

1. Is the collaboration balanced?
2. What individual evidence should be required?
3. How can roles be redesigned?

Situation 3

Students use AI to generate a photograph representing a historical event. The image is presented without explanation.

1. What misunderstanding may occur?

2. How should the image be labeled?
3. What factual verification is needed?
4. Would an archival source be more appropriate?

Situation 4

A digital story includes an interview with a community member who agreed to speak in class but did not agree to online publication.

1. Can the interview be published?
2. What consent is missing?
3. Which alternatives are available?

Situation 5

A technically simple story has clear English, original photographs, a meaningful narrative, captions, and verified evidence. Another has advanced effects but weak organization and inaccurate claims.

1. Which product better demonstrates learning?
2. Which assessment criteria support the decision?

4.32 Chapter Wrap-Up

Digital storytelling combines narrative, language, and media to communicate meaning.

It is not defined by the number of effects, platforms, images, or technological features used. A digital story becomes educationally meaningful when learners develop a coherent message, research responsibly, write and revise language, select media purposefully, communicate with an audience, and reflect on their learning.

Multimedia refers to the combination of media forms. Multimodality concerns how different modes contribute to meaning. A product may contain text, audio, and video without integrating them effectively.

Digital storytelling can support English writing, speaking, listening, reading, vocabulary, grammar, pronunciation, collaboration, digital literacy, and intercultural reflection. Its benefits depend on structured pedagogy. Students need guidance in narrative development, scriptwriting, storyboarding, media selection, production, revision, and assessment.

Multimedia-learning principles help creators reduce unnecessary processing. Relevant words and pictures may support learning, but decorative media, repeated information, excessive sound, and distracting effects can interfere with comprehension.

Digital stories can be personal, historical, documentary, explanatory, persuasive, fictional, data-based, or interactive. The form should respond to the language objective and audience.

The production process should begin with purpose rather than software. Students identify an audience, locate the story within a broader topic, research, write a script, create a storyboard, collect media, record, edit, review, revise, share, and reflect.

Artificial intelligence can support brainstorming, feedback, captioning, image production, or editing. It should not replace research, learner language, ethical judgment, or authorship. Synthetic media must be evaluated and disclosed.

Copyright and open licensing are part of content creation. Students should know who created each media item, which license applies, and how to provide attribution. Consent is required when stories include identifiable people, voices, experiences, or private information.

Accessibility allows wider participation. Videos need accurate captions; audio stories need transcripts; essential visual information needs description; text must be readable; files should be available in manageable formats.

Assessment should examine both process and product. A polished video alone does not show how the learner researched, wrote, revised, collaborated, or developed English.

The STORY framework provides a practical sequence:

- ✓ Set the purpose and audience;
- ✓ Tell a coherent narrative;
- ✓ Organize language and media;
- ✓ Review responsibility and accessibility;
- ✓ Yield evidence and reflection.

The central message of this chapter is:

A powerful digital story is not the one with the most technology. It is the one in which language, evidence, voice, and media work together to communicate something worth understanding.

4.33 Essential Concepts

Accessibility: The design of content so that people with different sensory, physical, cognitive, technological, and connectivity conditions can use it.

Audio description: Spoken explanation of essential visual information for people who cannot access the visual content adequately.

Caption: Synchronized written representation of spoken language and meaningful non-speech audio.

Copyright: Legal protection governing the use and distribution of original creative works.

Creative Commons: A licensing system through which creators communicate permissions and conditions for reuse.

Digital content creation: The process of planning, producing, editing, sharing, and evaluating digital material.

Digital storytelling: The purposeful combination of narrative and digital media to communicate an experience, idea, process, or perspective.

Interactive story: A narrative in which the audience makes choices or explores alternative pathways.

Media integration: The coordinated use of media elements so that each contributes to meaning.

Multimedia: The use of two or more media forms, such as text, image, audio, animation, and video.

Multimodality: The construction of meaning through linguistic, visual, auditory, spatial, gestural, and interactive modes.

Narrative voice: The perspective through which a story is communicated.

Script: The written plan for narration, dialogue, and verbal content.

Storyboard: A scene-by-scene visual plan connecting narration, media, sound, text, sources, and timing.

Synthetic media: Images, audio, video, or other content generated or substantially altered through artificial intelligence.

TASL: A Creative Commons attribution guide representing title, author, source, and license.

Transcript: A written representation of spoken and meaningful audio information.

Chapter 5. Technology-Based Assessment And Feedback

Opening Reflection

Imagine that three teachers want to evaluate their students' ability to communicate orally in English.

The first teacher creates an online multiple-choice test about pronunciation rules, common expressions, and grammatical structures. Students who obtain high scores are considered effective speakers.

The second teacher asks students to upload a two-minute recording. An automated system analyzes pronunciation, speech rate, vocabulary, and grammar and assigns a numerical score.

The third teacher asks students to participate in a simulated professional interview. Students prepare an initial response, receive peer and digital feedback, revise their performance, complete a live interview, respond to an unexpected question, and reflect on their progress. The teacher evaluates intelligibility, interaction, organization, language use, and audience awareness through a clearly explained rubric.

All three activities use technology, but they do not assess the same evidence.

The first test evaluates knowledge about speaking rather than speaking performance. The second captures aspects of oral production, but the automated score may not represent the complete communicative ability of the learner. The third collects evidence from preparation, performance, interaction, revision, and reflection.

This comparison introduces the central idea of the chapter:

Technology does not make an assessment valid. An assessment becomes educationally meaningful when the evidence collected matches the learning objective and supports fair, transparent, and useful decisions.

Technology can make assessment faster, more flexible, more interactive, and easier to document. It can provide immediate feedback, collect multimedia evidence, support self-assessment, and reveal learner progress over time.

It can also create new problems. Automated systems may evaluate only the features they can detect. Online tests may exclude students with limited connectivity. Digital surveillance may violate privacy. Attractive dashboards may present precise numbers that do not adequately represent communicative competence.

The central educational question is therefore not:

Which assessment technology should the teacher use?

It is:

What evidence is needed to understand what learners can do in English, and how can technology help collect, interpret, communicate, and use that evidence responsibly?

What You Will Learn

By the end of this chapter, readers will be able to:

- ✓ Explain technology-based assessment in ESL/EFL education;
- ✓ Distinguish diagnostic, formative, summative, and self-regulatory assessment;
- ✓ Align digital assessment tasks with language-learning objectives;
- ✓ Apply validity, reliability, fairness, authenticity, practicality, transparency, security, and positive washback principles;
- ✓ Design digital assessments for listening, speaking, reading, writing, vocabulary, grammar, and integrated communication;
- ✓ Use online quizzes without reducing language assessment to selected-response items;

- ✓ Design e-portfolios and performance-based assessments;
- ✓ Develop clear analytic and holistic rubrics;
- ✓ Provide useful written, oral, visual, peer, and automated feedback;
- ✓ Evaluate AI-generated and automated feedback critically;
- ✓ Use learning analytics without reducing learners to numerical indicators;
- ✓ Redesign assessment in response to generative artificial intelligence;
- ✓ Protect privacy, accessibility, inclusion, and academic integrity;
- ✓ Develop learners' assessment and feedback literacy;
- ✓ Implement a complete technology-supported assessment cycle.

5.1 Assessment in the Digital English Classroom

Assessment is often associated with examinations, grades, and final decisions. In teaching practice, however, assessment is a broader process.

Teachers assess when they:

- Listen to a student's answer;
- Examine a paragraph;
- Observe participation;
- Ask a follow-up question;
- Review a vocabulary journal;
- Analyze a recording;
- Compare an initial and final draft;
- Interpret quiz responses;
- Discuss progress with a learner;
- Revise instruction after identifying a common difficulty.

Assessment involves collecting, interpreting, and using evidence.

Technology has expanded the forms of evidence that can be collected. A teacher can now review:

- Audio recordings;
- Videos;
- Collaborative documents;
- Online discussions;
- Interactive tasks;
- Reading annotations;
- Digital portfolios;
- Automated quiz results;
- Revision histories;
- Self-assessment forms;
- Peer comments;
- Learning-platform records.

The availability of more data does not guarantee better assessment. The teacher must still determine:

1. What the evidence represents;
2. How accurately it reflects the learning objective;
3. Whether the task is fair;
4. Whether the criteria are clear;
5. Whether students had equitable access;
6. How the results will be used.

DigCompEdu identifies digital assessment as a specific area of educator competence. It includes the use of digital technologies for assessment strategies, analysis

of evidence, and feedback and planning. The framework treats assessment as part of teaching and learner empowerment rather than only as a mechanism for grading.

Assessment Begins With a Learning Objective

Consider the following objective:

Students will be able to participate in a discussion by expressing an opinion, supporting it with reasons, responding to another speaker, and requesting clarification.

A multiple-choice grammar test cannot fully evaluate this objective.

Appropriate evidence may include:

- A live discussion;
- A recorded interaction;
- A role-play;
- A videoconference exchange;
- An oral response followed by questions;
- A transcript accompanied by reflection.

The assessment format must make the intended ability visible.

5.2 What Is Technology-Based Assessment?

Technology-based assessment refers to the use of digital technologies to design, deliver, record, score, interpret, communicate, or store assessment evidence.

Technology may be used in one or several stages.

Tabla 38

Functions of Technology in Assessment

Function	Example in English education
Task delivery	Presenting an online listening test
Response collection	Recording spoken answers
Automatic scoring	Marking selected-response questions

Function	Example in English education
Human scoring support	Displaying recordings and rubrics together
Feedback delivery	Adding audio comments to a writing draft
Progress documentation	Storing work in an e-portfolio
Data analysis	Identifying frequently missed vocabulary items
Adaptation	Changing question difficulty according to performance
Communication	Sharing progress reports with learners
Self-assessment	Completing a digital proficiency checklist
Peer assessment	Commenting on a collaborative presentation
Moderation	Comparing scores assigned by several teachers

Technology-based assessment may be:

- Fully automated;
- Partially automated;
- Teacher-mediated;
- Peer-supported;
- Learner-directed;
- Synchronous;
- Asynchronous;
- Individual;
- Collaborative;
- Low-stakes;
- High-stakes.

Technology-Based Does Not Mean Automatically Scored

A student may record an oral presentation digitally while a teacher evaluates it manually.

A collaborative document may preserve the writing and revision process without producing a score.

An e-portfolio may contain digital evidence selected and explained by the learner.

Technology can support assessment without replacing professional judgment.

5.3 Assessment of, for, and as Learning

Assessment serves different purposes. These purposes should be clear before a digital tool is selected.

Assessment of Learning

Assessment of learning evaluates achievement after a period of instruction.

Examples include:

- Final examination;
- End-of-unit test;
- Graded presentation;
- Proficiency test;
- Final project;
- Certification assessment.

Its main purpose is summative: to determine what learners have achieved.

Assessment for Learning

Assessment for learning collects evidence during instruction so that teachers and students can decide what to do next.

Examples include:

- Exit questions;
- Short online quizzes;
- Draft feedback;
- Pronunciation recordings;
- Polls;

- Teacher observations;
- Comprehension checks;
- Practice interviews.

The evidence is used while improvement remains possible.

Formative assessment is not defined by the tool or by the absence of a grade. It becomes formative when evidence leads to an adjustment in teaching or learning.

A quiz is not automatically formative. It becomes formative when the teacher and learners use the results to identify needs, provide feedback, plan further practice, or revise instruction.

Assessment as Learning

Assessment as learning emphasizes the learner's participation in monitoring and regulating progress.

Students learn to:

- Interpret criteria;
- Identify strengths;
- Recognize difficulties;
- Set goals;
- Select strategies;
- Evaluate feedback;
- Document progress;
- Make revision decisions.

Self-assessment and reflection are central to this process.

Tabla 39

Comparing Assessment Purposes

Purpose	Main question	Example
Assessment of learning	What has the learner achieved?	Final recorded presentation
Assessment for learning	What should happen next?	Feedback on an initial presentation
Assessment as learning	How can the learner monitor and direct progress?	Self-evaluation and revision plan
Diagnostic assessment	What does the learner already know or need?	Initial proficiency task
Placement assessment	Which course or level is appropriate?	Entry-level test
Program evaluation	How effective is the course or curriculum?	Analysis of results across groups

A balanced system does not depend exclusively on final tests. It combines different purposes and sources of evidence.

5.4 Diagnostic Assessment

Diagnostic assessment occurs before or near the beginning of instruction.

It helps identify:

- Prior knowledge;
- Strengths;
- Misconceptions;
- Language needs;
- Proficiency differences;
- Technological access;
- Learner goals;
- Accessibility requirements.

Digital Diagnostic Evidence

A teacher may use:

- A short reading and response;
- A recorded introduction;
- A vocabulary recognition task;
- A brief writing sample;
- A learner questionnaire;
- A digital access survey;
- A self-assessment checklist;
- A live conversation.

Example: First-Week Diagnostic Profile

Students complete five tasks:

- Write a 120-word personal or academic introduction;
- Record a one-minute oral response;
- Read a short text and identify the main idea;
- Listen to an announcement and record key information;
- Complete a digital-learning access questionnaire.

The purpose is not to assign a definitive label. It is to help the teacher plan instruction and support.

Diagnostic Assessment Should Not Become Early Punishment

An initial assessment should not penalize students for abilities they have not yet had an opportunity to develop in the course.

It should lead to decisions such as:

- Additional language support;
- Differentiated materials;
- Flexible grouping;
- Accessibility arrangements;

- Alternative formats;
- Individual learning goals.

5.5 Principles of Quality Assessment

A digital assessment may be attractive, efficient, and technically sophisticated while still producing weak evidence.

Quality must be examined through several principles.

Tabla 40

Main Principles of Language Assessment

Principle	Central question
Validity	Does the interpretation of the result match the intended ability?
Reliability	Would the assessment produce sufficiently consistent results?
Fairness	Do learners have an equitable opportunity to demonstrate ability?
Authenticity	Does the task resemble meaningful language use?
Practicality	Can the assessment be implemented with available time and resources?
Transparency	Do learners understand the purpose, criteria, and procedures?
Security	Are assessment materials, identities, and data protected?
Accessibility	Can learners with different needs access and complete the task?
Positive washback	Does assessment encourage valuable learning and teaching?
Consequential responsibility	What effects may result from the decisions made?

5.5.1 Validity

Validity concerns the interpretation and use of assessment results.

The question is not simply:

- Is the test valid?

A more precise question is:

- Is the interpretation made from this score supported for this purpose and group of learners?

Example

- A spelling quiz may provide valid evidence of spelling recognition.
- It does not provide sufficient evidence that a learner can participate in a professional conversation.
- A highly fluent recorded speech may not demonstrate interactive ability if the learner has memorized the complete script and has not responded to another person.

Construct Underrepresentation

- Construct underrepresentation occurs when an assessment measures only a limited part of the intended ability.

Intended ability: Academic writing

Assessment evidence: Grammar and spelling errors only

The assessment ignores:

- Argument;
- Evidence;
- Organization;
- Audience;
- Coherence;
- Source use;
- Revision.

Construct-Irrelevant Difficulty

Construct-irrelevant difficulty occurs when performance is affected by factors unrelated to the intended ability.

Examples include:

- A speaking test affected by poor microphone quality;
- A reading test requiring advanced computer navigation;
- A listening test interrupted by unstable internet;
- A writing task limited by unfamiliar keyboard arrangements;
- A timed test is inaccessible to a learner who requires an accommodation.

5.5.2 Reliability

Reliability concerns consistency.

Scores may vary because of:

- Unclear questions;
- Inconsistent scoring;
- Different recording quality;
- Insufficient number of tasks;
- Ambiguous criteria;
- Platform errors;
- Fatigue;
- Random guessing;
- Interruption;
- Inadequate rater preparation.

Reliability can be strengthened through:

- Clear instructions;

- Representative task samples;
- Stable technical conditions;
- Scoring rubrics;
- Rater training;
- Moderation;
- Multiple pieces of evidence;
- Consistent administration.

Perfect consistency is not realistic in complex human performance. The goal is sufficient dependability for the decision being made.

5.5.3 Fairness

Fairness does not mean that every student always receives an identical assessment condition.

Fairness may require:

- Captions when listening is not the intended construct;
- Additional time;
- Screen-reader compatibility;
- Keyboard alternatives;
- Low-bandwidth options;
- Accessible color and font choices;
- Alternative recording spaces;
- Equivalent formats.

The accommodation should remove an irrelevant barrier without changing the intended learning objective.

Example

- If the objective is to evaluate written argumentation, allowing speech-to-text may be appropriate for a learner with a motor disability.
- If the objective is to assess spelling production, speech-to-text would change the assessed ability.

5.5.4 Authenticity

Authentic assessment asks learners to use English for recognizable communicative purposes.

Examples include:

- Responding to a professional email;
- Participating in an-interview;
- Explaining a process;
- Comparing solutions;
- Presenting findings;
- Writing for an audience;
- Interpreting public information.

Authenticity does not require a completely real external audience. A well-designed simulation may represent meaningful communication.

5.5.5 Practicality

An assessment must be manageable.

Teachers should consider:

- Preparation time;

- Scoring time;
- Technical support;
- Device availability;
- Internet access;
- Data storage;
- Class size;
- Accessibility;
- Teacher workload.

A complex multimedia assessment may collect rich evidence but become unsustainable if one teacher must review hundreds of long recordings.

Practicality should influence task length, group size, sampling, rubric design, and feedback method.

5.5.6 Transparency

Students should understand:

1. What is being assessed;
2. Why it is being assessed;
3. How the task will be completed;
4. Which criteria will be applied;
5. Which technologies are permitted;
6. How AI may be used;
7. How feedback will be provided;
8. How results can be reviewed.

Hidden criteria produce confusion and weaken trust.

5.5.7 Washback

Washback refers to the influence of assessment on teaching and learning.

A test based mainly on isolated grammar items may encourage teachers and students to devote most of their time to grammar drills.

A performance-based assessment may encourage rehearsal, collaboration, revision, and communication.

Assessment communicates what an institution values.

5.6 Aligning Assessment With Language Objectives

Alignment connects:

- Learning objective;
- Learning activity;
- Assessment evidence;
- Scoring criteria;
- Feedback;
- Future instruction.

Tabla 41

Alignment Examples

Learning objective	Inadequate evidence	Better evidence
Participate in a discussion	Multiple-choice grammar test	Recorded or live discussion
Write a persuasive email	Vocabulary matching	Drafted and revised email
Understand a lecture	Sentence translation	Lecture notes and comprehension response
Give directions	Definition of prepositions	Map-based oral task
Mediate information	Repeating the original text	Explaining information for another audience

Learning objective	Inadequate evidence	Better evidence
Collaborate on a report	Individual final quiz	Shared document and contribution evidence
Use pronunciation intelligibly	Knowledge of phonetic symbols only	Recorded communicative performance

The Council of Europe's CEFR Companion Volume extends language descriptors to areas such as mediation, online interaction, and plurilingual and pluricultural competence. These descriptors can support task and rubric development when teachers adapt them to the learners, curriculum, and assessment purpose.

Can-Do Statements

A useful objective describes observable performance.

Weak objective

Understand formal emails.

Improved objective

Students can identify the purpose and main request in a formal email and produce an appropriate response.

Evidence Questions

Before designing the assessment, ask:

1. What will learners say, write, identify, explain, or create?
2. Under what conditions?
3. For which audience?
4. With what degree of support?
5. Which features indicate successful performance?
6. What technology is actually needed?

5.7 The Technology-Supported Assessment Cycle

Assessment should be understood as a cycle rather than a single event.

Stage 1: Define the Outcome

Clarify the intended language ability.

Stage 2: Identify Appropriate Evidence

Determine what learners must produce or perform.

Stage 3: Select the Assessment Method

Choose a task that can reveal the intended ability.

Stage 4: Establish Criteria

Develop or adapt a rubric, checklist, answer key, or performance descriptor.

Stage 5: Review Access and Ethics

Examine connectivity, devices, accessibility, privacy, security, and permitted assistance.

Stage 6: Prepare Learners

Explain the task and allow relevant practice.

Stage 7: Collect Evidence

Administer the assessment under suitable conditions.

Stage 8: Interpret Evidence

Score or analyze performance without depending exclusively on automated output.

Stage 9: Provide Feedback

Communicate strengths, needs, and future actions.

Stage 10: Support Revision or Transfer

Allow learners to improve or apply learning to a new task.

Stage 11: Review the Assessment

Ask whether the task produced useful and fair evidence.

5.8 Online Quizzes and Selected-Response Assessment

Online quizzes are widely used because they can:

- Deliver questions efficiently;
- Randomize items;
- Provide immediate scores;
- Display explanations;
- Identify common errors;
- Support repeated practice;
- Reduce marking time.

They are especially useful for:

- Vocabulary recognition;
- Grammatical form;
- Reading detail;
- Listening detail;
- Terminology;
- Preliminary comprehension.

Selected-Response Formats

These include:

- Multiple choice;
- True or false;
- Matching;
- Ordering;

- Gap selection;
- Classification.

Advantages

- Efficient administration;
- Rapid scoring;
- Consistent answer keys;
- Large numbers of responses;
- Immediate feedback;
- Easy data aggregation.

Limitations

Selected-response questions may:

- Encourage guessing;
- Emphasize recognition rather than production;
- Simplify complex language;
- Provide limited evidence of communication;
- Reward test-taking strategies;
- Be vulnerable to answer sharing;
- Create false precision.

Stronger Multiple-Choice Design

A good item should:

- Have a clear purpose;
- Contain one best answer;
- Use plausible distractors;
- Avoid unnecessary difficulty;
- Avoid clues;

- Reflect the intended language level;
- Be reviewed for cultural and linguistic fairness.

Example

Weak item	English is:
a.	Nice
b.	Language
c.	Very
d.	speak

The item provides little useful evidence.

Improved item

Students read a short email and select the response that best matches the writer's purpose and level of formality.

The improved item assesses interpretation in a communicative situation.

From Quiz to Learning

After an online quiz, the teacher can:

- Identify frequently missed items;
- Ask learners to explain their reasoning;
- Group errors by type;
- Provide targeted practice;
- Allow a second attempt;
- Ask students to apply the language in a productive task.

5.9 Technology-Based Listening Assessment

Digital systems can deliver:

- Recordings;
- Videos;

- Interviews;
- Announcements;
- Lectures;
- Conversations;
- Authentic environmental sound.

Listening Assessment May Target

- Main idea;
- Specific detail;
- Speaker purpose;
- Attitude;
- Inference;
- Sequence;
- Note-taking;
- Response to instructions;
- Synthesis across sources.

Conditions That Affect Listening Results

- Audio quality;
- Playback equipment;
- Volume;
- Accent familiarity;
- Background noise;
- Number of repetitions;
- Transcript availability;
- Internet stability.

These conditions must be controlled or documented.

Example: Academic Announcement

Students listen to an announcement and must:

- ✓ Identify the event;
- ✓ Record the date and requirements;
- ✓ Explain one action they need to take;
- ✓ Send a short-spoken confirmation.

The assessment combines comprehension with response.

Captions and Transcripts

Whether captions are appropriate depends on the construct.

If the objective is listening to comprehension, full captions may alter the task.

If the objective is interpreting multimodal public information, captions may be a legitimate component.

For accessibility, an equivalent task or accommodation may be required.

5.10 Technology-Based Reading Assessment

Digital reading differs from print reading because it may involve:

- Scrolling;
- Hyperlinks;
- Search functions;
- Multimedia;
- Annotations;
- Pop-up definitions;
- Multiple windows;
- Non-linear navigation.

A reading assessment should not unintentionally become a test of platform navigation.

Possible Reading Evidence

- Annotations;
- Selected evidence;
- Summaries;
- Responses;
- Concept maps;
- Source comparisons;
- Credibility evaluations;
- Transfer to a new problem.

Activity: Source Comparison

Students read two online texts about the same issue.

They identify:

- Central claim;
- Supporting evidence;
- Source;
- Date;
- Intended audience;
- Differences in tone;
- Information omitted.

They then write a brief comparative judgment.

This task assesses reading comprehension, evaluation, and synthesis.

Avoiding Copy-and-Paste Responses

Questions should require learners to:

- Explain;
- Compare;
- Justify;
- Connect;
- Infer;
- Apply.

5.11 Technology-Based Writing Assessment

Digital environments can preserve the complete writing process.

Teachers may collect:

- Outline;
- Notes;
- Sources;
- Initial draft;
- Comments;
- Revision history;
- Final version;
- Reflection.

This evidence makes writing development more visible than a final document alone.

Writing Criteria May Include

- Task achievement;
- Content;
- Organization;

- Coherence;
- Vocabulary;
- Grammar;
- Mechanics;
- Register;
- Audience awareness;
- Source use;
- Revision.

Product and Process

A final text shows what was submitted.

The process shows:

1. How ideas developed;
2. Which feedback was used;
3. How errors were addressed;
4. Whether the learner understood the revisions;
5. How much assistance was received.

Activity: Revision Commentary

Students submit:

- First draft;
- Feedback received;
- Revised draft;
- Explanation of three important changes.

The explanation is part of the assessment.

Automated Written Feedback

AI-supported systems can identify or comment on grammar, vocabulary, organization, and other textual features. A 2024 systematic review found substantial variation in automated written-feedback systems, feedback types, research designs, and outcomes. Positive, negative, mixed, and neutral findings were reported, and the validation of automated feedback remained an important concern.

For this reason, automated feedback should normally be treated as one source of information rather than a final judgment.

5.12 Technology-Based Speaking Assessment

Speaking assessment may use:

- Live videoconferencing;
- Audio recording;
- Video recording;
- Simulated dialogue;
- Voice messaging;
- Automated speech recognition;
- Interactive oral tasks.

Speaking Constructs

A speaking assessment may examine:

- Intelligibility;
- Fluency;
- Grammatical control;
- Vocabulary;
- Organization;
- Interaction;

- Turn-taking;
- Repair;
- Audience awareness;
- Task achievement.

Not every task measure all these dimensions.

Recorded Monologue

A recorded presentation can provide evidence of:

- Organization;
- Pronunciation;
- Fluency;
- Vocabulary;
- Prepared speaking.

It may provide limited evidence of:

- Spontaneous response;
- Turn-taking;
- Clarification;
- Negotiation of meaning.

Interactive Task

A live or recorded dialogue provides stronger evidence of interaction.

Automated Speaking Assessment

Automated systems may analyze acoustic and linguistic features and generate scores or feedback. Their use requires careful attention to validity, fairness, accent representation, task design, and the relationship between detected features and actual communicative ability. Research on AI-mediated language assessment also emphasizes

that test-taker engagement and interaction with the technology can affect the meaning of performance.

Balanced Speaking Evidence

A speaking assessment may include:

- Prepared recording;
- Live interaction;
- Unexpected question;
- Self-reflection;
- Teacher evaluation.

5.13 Pronunciation Assessment

Pronunciation assessment should prioritize intelligibility and communicative effectiveness.

Possible criteria include:

- Sound production;
- Word stress;
- Sentence stress;
- Rhythm;
- Pausing;
- Intonation;
- Listener understanding.

Automated Pronunciation Scores

An automated system may be useful for practice and repeated feedback. However, its score should not automatically determine a high-stakes grade.

A system may be influenced by:

- Microphone quality;
- Noise;
- Accent representation;
- Speech rate;
- Recording format;
- Algorithmic limitations.

Three-Source Model

Pronunciation may be examined through:

- Learner self-evaluation;
- Human listener response;
- Automated feedback.

When the sources disagree, the teacher should investigate rather than assume that the machine is correct.

5.14 Integrated Performance Assessment

Communication often requires several language skills together.

A student may need to:

- Read information;
- Listen to a participant;
- Discuss alternatives;
- Write a response;
- Present a conclusion.

Example: Environmental Decision Task

Students:

- Read two short reports;
- Watch a recorded community statement;
- Discuss possible actions;
- Write a recommendation;
- Present and defend the proposal.

The assessment reflects how language is used to complete a meaningful task.

Advantages

Integrated assessment may provide evidence of:

- Comprehension;
- Synthesis;
- Mediation;
- Decision-making;
- Collaboration;
- Productive language.

Caution

When many skills are combined, scoring becomes more complex. Teachers should identify:

1. Which skill is central;
2. Which skills are supporting;
3. How each component will be weighted;
4. Whether one weakness will obscure the others.

5.15 E-Portfolios

An electronic portfolio is an organized digital collection of evidence showing learning, development, achievement, and reflection over time.

It may contain:

- Writing drafts;
- Recordings;
- Presentations;
- Feedback;
- Project products;
- Self-assessments;
- Goals;
- Reflections;
- Selected achievements.

Tabla 42

Types of E-Portfolios

Type	Purpose
Working portfolio	Stores ongoing work and drafts
Development portfolio	Shows progress over time
Assessment portfolio	Provides evidence linked to outcomes
Showcase portfolio	Presents selected high-quality work
Professional portfolio	Demonstrates abilities for academic or employment audiences

Note. *E-Portfolios and Language Learning*

Research with EFL learners has associated e-portfolio assessment with engagement, reflection, revision, autonomy, and writing development, while also identifying the need for clear guidance and manageable implementation.

Portfolio Selection Requires Reflection

A folder containing every assignment is not automatically a portfolio.

Students should explain:

1. Why an item was selected;
2. What it demonstrates;

3. Which feedback was applied;
4. How the work improved;
5. What the next goal is.

Portfolio Entry Template

1. Title of evidence:
2. Date:
3. Learning objective:
4. Description:
5. Feedback received:
6. Revision completed:
7. What this demonstrates:
8. Next learning goal:

E-Portfolio Assessment Criteria

- Relevance of evidence;
- Progress;
- Quality of reflection;
- Revision;
- Organization;
- Language development;
- Digital responsibility;
- Accessibility.

5.16 Feedback as a Learning Process

Feedback is not simply information transmitted from teacher to student.

Feedback becomes educationally useful when learners:

- Understand it;
- Compare it with their work;
- Decide what to change;
- Act on it;
- Evaluate the result.

A long list of corrections may contain information without producing improvement.

Three Feedback Questions

Effective feedback helps answer:

1. Where am I going?
2. What is the objective or expected standard?
3. How am I going?
4. What is successful and what requires improvement?
5. What should I do next?
6. Wich action will move the work forward?

These questions are consistent with established research on feedback and formative assessment.

Feedback Should Be

- Connected to criteria;
- Timely;
- Understandable;
- Selective;
- Actionable;
- Respectful;
- Proportionate;

- Followed by an opportunity to respond.

Weak Feedback

Improve your English.

The comment is too general.

Improved Feedback

Your main recommendation is clear, but the two supporting reasons are not connected. Add one transition showing how the second reason develops the first. Then read the paragraph aloud to check whether the sequence is easy to follow.

The second comment identifies the issue and proposes an action.

5.17 Forms of Digital Feedback

Technology allows feedback to be delivered through different modes.

Tabla 43

Digital Feedback Formats

Format	Possible advantage	Possible limitation
Written comments	Precise and easy to revisit	May be misunderstood or excessive
Audio feedback	Communicates tone and explanation	Requires listening access and organization
Video feedback	Can demonstrate and point to specific elements	May require more data and time
Screen recording	Shows the text or product while explaining	File size and accessibility must be considered
Rubric feedback	Connects comments with criteria	Can become mechanical
Automated feedback	Immediate and repeatable	May be inaccurate or narrow
Peer feedback	Provides audience response	Quality varies
Live conferencing	Allows clarification and dialogue	Scheduling may be difficult
Comment bank	Saves teacher time	May feel generic
Visual annotation	Highlights exact locations	May not explain the underlying problem

Selecting a Feedback Format

The teacher should consider:

- Nature of the task;
- Seriousness of the problem;
- Learner preference;
- Accessibility;
- Time;
- Need for demonstration;
- Privacy;
- Connectivity.

Audio Feedback Example

Instead of correcting every pronunciation feature, the teacher records:

Your introduction is easy to understand. Focus on pausing after each main point because several ideas are joined together. Listen to seconds 28 to 38, mark two pauses in your script, and record that section again.

5.18 Feedback Literacy

Feedback literacy refers to the abilities learners need to understand, evaluate, and use feedback.

Students may receive excellent feedback but fail to act because they:

- Do not understand the terminology;
- Feel discouraged;
- Cannot identify the relevant section;
- Disagree but do not know how to respond;
- Do not have an opportunity to revise;

- Focus only on the grade.

Feedback-Literate Learners Can

- Interpret criteria;
- Identify useful comments;
- Ask for clarification;
- Manage emotional responses;
- Compare feedback sources;
- Decide which changes to make;
- Explain revision decisions;
- Apply learning to a new task.

Activity: Feedback Decision Log

Feedback My interpretation	Decision	Action taken Result
	Accept, modify, reject, or clarify	

Rejecting feedback may be legitimate when the learner provides a reason.

5.19 Peer Assessment

Peer assessment allows learners to respond as real readers, listeners, and audience members.

It can support:

- Audience awareness;
- Criteria understanding;
- Reflection;
- Collaboration;
- Language analysis;

- Responsibility.

Peer Assessment Requires Preparation

Students should learn:

1. How to apply criteria;
2. How to identify evidence;
3. How to communicate respectfully;
4. How to distinguish preference from quality;
5. How to recommend manageable changes.

Feedback Formula

Observation + Effect + Recommendation

Your central idea appears at the end of the introduction. I was unsure of the purpose during the first sentences. Move the central idea to the beginning and use the remaining sentences to explain it.

Problems in Peer Assessment

- Friendship bias;
- Fear of criticism;
- Vague praise;
- Excessive correction;
- Inaccurate language advice;
- Unequal participation.

The teacher should monitor peer feedback and retain responsibility for high-stakes decisions.

5.20 Self-Assessment

Self-assessment helps learners compare their work with criteria and identify future actions.

It is not simply asking:

- Did you do well?

Strong Self-Assessment Requires

- Clear criteria;
- Examples;
- Evidence;
- Explanation;
- Goal setting;
- Comparison over time.

Can-Do Checklist Example

Before a recorded discussion, students evaluate:

Statement	Not yet	With support	Independently
I can state my opinion clearly.			
I can provide a reason.			
I can respond to another speaker.			
I can request clarification.			
I can summarize the group's decision.			

After the discussion, students cite evidence from the recording.

5.21 Rubrics

A rubric describes criteria and levels of performance.

Analytic Rubric

An analytic rubric evaluates separate dimensions.

Examples:

- Task achievement;
- Organization;
- Vocabulary;
- Grammar;
- Pronunciation;
- Interaction.

Advantage: Detailed feedback

Limitation: Scoring may require more time

Holistic Rubric

A holistic rubric provides one overall description or score.

Advantage: Efficient overall judgment

Limitation: Provides less diagnostic detail

Checklist

A checklist records whether required elements are present.

It does not necessarily describe quality.

Rating Scale

A rating scale indicates frequency, degree, or level.

Good Rubric Criteria Should Be:

- Connected to the objective;
- Observable;
- Distinguishable;
- Understandable;
- Limited to important features;
- Supported by examples;

- Appropriate for the level.

Avoiding Rubric Overload

A rubric containing fifteen criteria and six performance levels may create unnecessary complexity.

The teacher should select the dimensions most relevant to the task.

Tabla 44

Example Analytic Speaking Rubric

Criterion	Strong performance	Adequate performance	Developing performance	Initial performance
Task achievement	Fully addresses the situation and develops relevant ideas	Addresses most requirements	Addresses some requirements	Does not adequately address the task
Organization	Ideas are clear and logically connected	Generally organized	Some ideas are disconnected	Organization is difficult to follow
Language use	Vocabulary and structures support effective communication	Errors occur but meaning remains clear	Frequent errors sometimes affect meaning	Errors seriously limit communication
Intelligibility	Speech is consistently understandable	Most speech is understandable	Listener effort is frequently required	Speech is difficult to understand
Interaction	Responds flexibly and develops the exchange	Maintains the exchange with minor difficulty	Requires support to continue	Does not maintain the exchange

Rubric Calibration

Before scoring, teachers can:

- Select sample performances;
- Score independently;
- Compare decisions;
- Discuss differences;
- Clarify descriptors;

- Rescore.

This process improves consistency.

5.22 Automated Assessment and Artificial Intelligence

AI-supported assessment may be used to:

- Score selected responses;
- Analyze writing;
- Transcribe speech;
- Estimate pronunciation features;
- Classify responses;
- Generate feedback;
- Create assessment items;
- Identify learning tendencies.

A 2024 systematic review of automated written feedback documented wide variation in systems and findings, demonstrating that automated output should not be assumed to be uniformly accurate or beneficial.

AI Can Support Assessment, but It Does Not Remove Responsibility

Teachers remain responsible for:

- Task validity;
- Criteria;
- Fairness;
- Interpretation;
- Communication;
- Consequences;

- Review of disputed results.

Risks

Automated assessment may:

- Favor easily measurable features;
- Misunderstand unconventional but effective language;
- Disadvantage underrepresented accents;
- Provide false precision;
- Ignore cultural and pragmatic meaning;
- Produce inconsistent explanations;
- Conceal how a score was calculated.

Appropriate Low-Stakes Uses

AI may be useful for:

- Practice;
- Initial feedback;
- Identifying possible areas for review;
- Generating sample items for teacher revision;
- Organizing evidence;
- Supporting self-assessment.

High-Stakes Caution

A consequential decision should not depend exclusively on an opaque automated score without appropriate validation, review, and appeal procedures.

Human-in-the-Loop Assessment

A human-in-the-loop model includes:

- Automated analysis;
- Teacher review;

- Comparison with additional evidence;
- Learner explanation;
- Final human decision.

5.23 Generative AI and Assessment Redesign

Generative AI can produce essays, translations, presentations, answers, summaries, and scripts. This makes some unsupervised product-only assessments less informative.

UNESCO's guidance recommends a human-centered approach to generative AI, including attention to human agency, privacy, ethical validation, institutional policy, and the redesign of educational practices.

Assessment Should Distinguish

1. What the learner produced independently;
2. What was supported;
3. What was generated;
4. What was verified;
5. What the learner understands;
6. What the learner can transfer.

Tabla 45

Redesigning Vulnerable Tasks

Vulnerable task	Redesigned assessment
Generic take-home essay	Outline, source notes, in-class writing, revision record, and oral defense
Automatic translation	Comparison, error analysis, justification, and independent translation
Recorded scripted speech	Live questions and spontaneous follow-up

Vulnerable task	Redesigned assessment
Generated lesson plan	Critical evaluation, adaptation to real learners, and teaching demonstration
AI-created summary	Comparison with original text and identification of omissions
Perfect final paragraph	First draft, feedback decisions, final version, and explanation
Online quiz only	Quiz followed by productive application

AI Use Conditions

Teachers can specify:

AI Level 0: Not Permitted

The assessment requires independent performance.

AI Level 1: Mechanical Support

Spellchecking, formatting, or approved dictionaries are permitted.

AI Level 2: Feedback Support

Students may request feedback but may not submit generated content as their own.

AI Level 3: Integrated AI Use

Students must generate, critique, verify, revise, or transform AI output.

AI Declaration

Students may provide:

- System used;
- Purpose;
- Relevant prompts;
- Output used;
- Changes made;
- Verification completed.

5.24 Learning Analytics

Learning analytics refers to the collection and interpretation of data associated with learning activity.

A platform may display:

- Completion;
- Attempts;
- Scores;
- Time;
- Participation;
- Common errors;
- Progression.

Analytics Can Help Teachers

1. Identify difficult items;
2. Recognize learners who may need support;
3. Compare performance over time;
4. Plan review activities;
5. Examine course participation.

Analytics Cannot Automatically Explain

1. Why an-error occurred;
2. Whether a student understood the task;
3. Whether time connected represented productive learning;
4. Whether assistance was used;
5. Whether a learner experienced a technical barrier;
6. Whether the task was valid.

Data Need Interpretation

A student who spends little time on a task may have completed it efficiently.

Another student may remain connected for a long period because the internet repeatedly failed.

The dashboard records behavior, not the complete learning experience.

Ethical Analytics

Students should know:

1. What data are collected;
2. Why they are collected;
3. Who can access them;
4. How long they are stored;
5. How they influence decisions;
6. How errors can be corrected.

5.25 Academic Integrity

Academic integrity includes honesty, responsibility, fairness, trust, and appropriate acknowledgement.

Technology has expanded possible forms of inappropriate assistance:

- Unauthorized collaboration;
- Copied responses;
- Impersonation;
- Use of hidden materials;
- Contract cheating;
- Undisclosed AI generation;
- Manipulated recordings;
- Fabricated data.

Prevention Through Design

Assessment design can reduce inappropriate practices by requiring:

- Personal or local application;
- Multiple stages;
- Source documentation;
- Revision history;
- Live explanation;
- Reflective commentary;
- Unexpected questions;
- Transfer to a new task;
- Comparison of versions.

Detection Is Not the Only Response

Surveillance alone can damage trust and may create privacy concerns.

Teachers should:

- Explain permitted assistance;
- Clarify authorship;
- Design meaningful tasks;
- Collect process evidence;
- Investigate concerns fairly;
- Allow students to explain;
- Follow institutional procedures.

AI Detection Caution

Automated AI-detection scores should not be treated as definitive proof of misconduct. A responsible investigation requires broader evidence and due process.

5.26 Accessibility and Inclusive Digital Assessment

Digital assessment must be designed so that learners with different abilities, devices, and access conditions can demonstrate learning.

W3C accessibility guidance applies to web content, multimedia, mobile interfaces, documents, and digital applications. It addresses access for users with visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities.

Accessible Assessment Design

Teachers should provide:

- Keyboard-accessible navigation;
- Screen-reader-compatible text;
- Headings and labels;
- Readable fonts;
- Sufficient contrast;
- Captions;
- Transcripts;
- Alternative text;
- Adequate time;
- Alternatives to drag-and-drop;
- Warnings before time expires;
- Low-bandwidth formats;
- Accessible documents.

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Barriers and Responses

Barrier	Possible response
Unstable internet	Downloadable task or extended submission period
Limited device	Mobile-compatible or campus-based alternative

Barrier	Possible response
Hearing difficulty	Captions or equivalent visual access
Visual difficulty	Screen-reader-compatible content
Motor difficulty	Keyboard access or alternative response method
Speech disability	Equivalent communicative format when speaking is not the intended construct
Test anxiety	Practice environment and clear instructions
Limited digital experience	Guided orientation before assessment
Shared device	Flexible schedule
No private recording space	Institutional recording location

Accessibility and Construct

The teacher must identify whether an accommodation changes the assessed ability.

The goal is to remove irrelevant barriers while preserving the intended construct.

5.27 Privacy, Security, and Data Protection

Digital assessment may collect sensitive information:

- Names;
- Identification;
- Audio;
- Video;
- Writing;
- Grades;

IP addresses;

- Interaction history;
- Behavioral data;
- Biometric information.

Privacy Questions

Before using a platform, ask:

1. What data are collected?
2. Where are they stored?
3. Who can access them?
4. Are recordings used to train a system?
5. Can data be deleted?
6. Does the institution approve the tool?
7. Is student consent required?
8. Is a public account necessary?
9. Can an equivalent assessment be completed without the external service?
10. What happens after the course ends?

Security Measures

- Use institutional accounts where possible;
- Restrict permissions;
- Protect passwords;
- Avoid public links;
- Anonymize examples;
- Establish retention periods;
- Avoid unnecessary personal data;
- Define backup procedures;
- Report breaches promptly.

Remote Proctoring

Remote proctoring may record video, audio, screens, rooms, identity documents, or behavioral indicators.

Before adopting such systems, institutions should examine:

- Proportionality;
- Necessity;
- Privacy;
- Accessibility;
- False flags;
- Appeal procedures;
- Less intrusive alternatives.

5.28 Teacher Assessment Competence

Technology-based assessment requires teachers to combine language, pedagogical, assessment, digital, and ethical knowledge.

Teachers Need to Be Able To:

- Define constructs;
- Align tasks with objectives;
- Design valid evidence;
- Develop rubrics;
- Evaluate platform limitations;
- Interpret data;
- Provide feedback;
- Moderate scores;
- Protect privacy;
- Support accessibility;
- Establish AI policies;

- Review automated results;
- Communicate decisions.

Teacher Self-Assessment

1= I need substantial support

2= I can do this with guidance

3= I can do this independently

4 = I can guide colleagues

Statement	Rating
I align digital assessments with observable objectives.	
I distinguish knowledge about language from communicative performance.	
I develop clear scoring criteria.	
I review reliability and fairness.	
I design accessible assessment formats.	
I interpret automated results critically.	
I use quiz data to adjust instruction.	
I provide actionable digital feedback.	
I design e-portfolios that include reflection.	
I establish clear AI-use conditions.	
I protect assessment data.	
I review whether the assessment produced positive learning effects.	

5.29 Learner Assessment Literacy

Learners should understand how assessment works.

They need to know:

- The objective;
- Task conditions;
- Criteria;
- Feedback process;
- Permitted assistance;
- Appeal procedure;

- Role of self-assessment;
- Meaning of results.

Assessment-Literate Learners Can

- Interpret a rubric;
- Identify evidence;
- Compare performance with criteria;
- Ask useful questions;
- Use feedback;
- Set goals;
- Explain assistance;
- Challenge an-error respectfully.

Activity: Rubric Translation

Students receive a rubric descriptor:

Ideas are logically connected and supported with relevant detail.

They rewrite it in learner-friendly language:

My listener can follow the order of my ideas, and I provide examples or reasons.

They then identify evidence in a sample response.

5.30 The ASSESS Framework

The following framework supports the design of technology-based assessment.

ASSESS:

A – Align the Objective

Define the language ability to be assessed.

S – Select Meaningful Evidence

Determine what learners must produce, perform, explain, or create.

S – Set Transparent Criteria

Develop clear descriptors, rubrics, or answer keys.

E – Ensure Access and Ethics

Review accessibility, privacy, security, fairness, and permitted assistance.

S – Study the Evidence

Interpreting results through appropriate human and technological methods.

S – Support Feedback and Subsequent Learning

Provide actionable feedback and an opportunity for revision or transfer.

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Applying the ASSESS Framework

Stage	Guiding question	Example
Align	What should students do in English?	Explain and defend a research proposal
Select	What evidence is needed?	Written abstract, oral presentation, and questions
Set	Which criteria define quality?	Clarity, evidence, organization, language, interaction
Ensure	What access and ethical issues exist?	Captions, file size, AI declaration, privacy
Study	How will evidence be interpreted?	Rubric, moderation, and review of drafts
Support	What happens after scoring?	Feedback, revision, and a new independent explanation

5.31 Classroom Case: Presenting a Community Research Proposal

Project Title

Research for Community Development

Learner Profile

University EFL students

B1–B2 proficiency

Groups of three

Mixed experience with digital presentation

Primary access through smartphones and university computers

General Objective

Students will investigate a community issue and present a concise research proposal in English.

Language Objectives

Students will:

- Describe a problem;
- Formulate a research question;
- Explain objectives;
- Justify relevance;
- Describe a proposed method;
- Present expected contributions;
- Respond to questions;
- Use academic and professional vocabulary.

Assessment Objectives

The project will collect evidence of:

- Reading;
- Writing;
- Speaking;
- Interaction;
- Collaboration;
- Revision;
- Source use;
- Digital responsibility.

Stage 1: Diagnostic Task

Students record a one-minute explanation of a community problem.

The teacher identifies needs related to:

- Vocabulary;
- Organization;
- Pronunciation;
- Evidence;
- Confidence.

The recording is not graded.

Stage 2: Analyze Models

Students examine:

- One effective abstract;
- One weak abstract;
- One short research presentation.

They identify the expected structure.

Stage 3: Select the Problem

Possible themes include:

- Water access;
- Transportation;
- Waste management;
- Language education;
- Digital inclusion;

- Road safety;
- Community tourism;
- Environmental conservation.

Stage 4: Research

Teams consult at least three reliable sources.

They record:

Claim	Source	Evidence	Use in proposal

Stage 5: Submit a Written Abstract

The abstract contains:

Problem;

- Research question;

Objective;

- Proposed method;
- Expected contribution.

First Feedback Cycle

Students receive:

- Rubric feedback;
- One peer comment;
- One teacher recommendation;
- Optional automated language feedback.

They complete a feedback decision log.

Stage 6: Develop the Presentation

The presentation includes:

- Title;
- Problem;
- Evidence;
- Question;
- Objective;
- Method;
- Expected contribution;
- Sources.

Slides should support rather than duplicate the spoken presentation.

Stage 7: Rehearsal Recording

Teams record an initial presentation.

They analyze:

- Timing;
- Organization;
- Pronunciation;
- Visual readability;
- Participation;
- Transitions.

Stage 8: Peer Conference

Another team asks:

1. Is the problem clear?
2. Does the question match the problem?

3. Is the method feasible?
4. Which claim requires evidence?
5. Which explanation requires clarification?

Stage 9: Revision

Teams revise:

- Abstract;
- Presentation;
- Speaking plan;
- Visual materials.
- They document changes.

Stage 10: Final Presentation

Each team has:

- Five minutes to present;
- Three minutes to answer questions.
- Every member must respond to at least one question.

Stage 11: Individual Transfer Task

Each student independently records a 90-second explanation of:

The problem;

- One methodological decision;
- One expected contribution.
- No script or generative AI is permitted during this stage.

Stage 12: Reflection

Students explain:

- What did I improve?
- Which feedback did I use?
- Which feedback did I reject?
- What evidence demonstrates progress?
- Which part can I now perform independently?
- How was technology used?
- Was AI used, and how was it disclosed?

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Assessment Rubric for the Research Proposal

Criterion	Excellent	Satisfactory	Developing	Initial
Problem definition	Problem is precise, relevant, and supported by evidence.	Problem is clear with sufficient support.	Problem requires clarification or stronger evidence.	Problem is unclear or unsupported.
Research alignment	Question, objective, and method are fully aligned.	Most elements are aligned.	Some inconsistency is present.	Elements are disconnected.
Organization	Information follows a coherent and effective sequence.	Organization is generally clear.	Some sections are difficult to follow.	Presentation lacks a logical sequence.
Language use	Vocabulary and structures are accurate and appropriate.	Errors occur but communication remains effective.	Errors sometimes affect meaning.	Errors substantially limit communication.
Oral intelligibility	Speech is clear, appropriately paced, and understandable.	Most speech is understandable.	Listener effort is frequently required.	Speech is difficult to understand.

Criterion	Excellent	Satisfactory	Developing	Initial
Interaction	Responses to questions are relevant, flexible, and supported.	Most responses are appropriate.	Responses require support.	Questions are not adequately addressed.
Source use	Information is verified, integrated, and acknowledged.	Most sources are appropriate.	Some claims require verification.	Sources are absent or unreliable.
Digital design	Visual materials support understanding and are accessible.	Materials are generally effective.	Some elements distract or create barriers.	Materials do not support communication.
Revision process	Feedback is evaluated and applied thoughtfully.	Most feedback is considered.	Revision is limited.	Little evidence of revision is present.
Independent performance	Learner explains the proposal independently and accurately.	Learner performs with minor difficulty.	Learner depends heavily on memorized language.	Independent understanding is not demonstrated.

Note. *The group product and the individual transfer task should be scored separately.*

5.32 Practical Activities

Activity 1. Objective or Tool?

- For each situation, identify whether planning begins with the learning objective or the technology.
- The teacher wants to use an online quiz because it is entertaining.
- The teacher needs evidence of students' ability to compare two arguments.
- Students record a dialogue because the platform contains a recording button.
- Students complete a live discussion because the objective includes interaction.
- The teacher selects an e-portfolio to document revision over time.

- Rewrite the technology-first situations.

Activity 2. Match the Evidence

Select the most appropriate evidence for each objective.

- Identify the main idea of a lecture.
- Negotiate a group decision.
- Write a formal request.
- Pronounce technical vocabulary intelligibly.
- Evaluate an online source.
- Mediate information for a non-specialist.
- Explain why the selected evidence is appropriate.

Activity 3. Digital Quiz Audit

Evaluate an online quiz according to:

- Objective;
- Item clarity;
- Distractor quality;
- Language level;
- Feedback;
- Accessibility;
- Technical requirements;
- Data use.

Recommend five improvements.

Activity 4. Feedback Transformation

Rewrite the following comments so that they become specific and actionable.

- Good work.
- Improve grammar.
- Your pronunciation is bad.
- Be more creative.
- This is confusing.
- Add information.
- Your vocabulary is limited.
- Check everything.

Activity 5. Build an Analytic Rubric

Design a four-criterion rubric for one task:

- Podcast;
- Email;
- Debate;
- Reading response;
- Interview;
- Digital story.

Use four performance levels and observable language.

Activity 6. Automated Feedback Audit

Select an automated feedback system and submit a teacher-created paragraph.

Evaluate:

- Accurate comments;
- Inaccurate comments;

- Missing problems;
- Unnecessary recommendations;
- Changes in meaning;
- Level of explanation.

Write a conclusion about appropriate classroom use.

Activity 7. E-Portfolio Design

Create an e-portfolio structure containing:

- Profile;
- Goals;
- Initial diagnostic evidence;
- Writing;
- Speaking;
- Feedback;
- Revisions;
- Self-assessment;
- Final reflection.

Explain why each section is included.

Activity 8. Accessibility Review

Test one digital assessment using:

- Keyboard navigation;
- Mobile screen;
- Low-bandwidth connection;
- Screen-reader structure;

- Captions;
- Color contrast;
- Timing;
- Alternative response.

Identify barriers and propose revisions.

Activity 9. AI Assessment Policy

Create a policy for one assignment.

State:

- Permitted AI level;
- Prohibited uses;
- Disclosure method;
- Required process evidence;
- Independent performance;
- Privacy precautions;

Consequences of inaccurate AI output.

Activity 10. Apply the ASSESS Framework

Design a complete digital assessment using:

- Align;
- Select;
- Set;
- Ensure;
- Study;
- Support.

5.33 Check Your Understanding

Part A. Short-Answer Questions

1. What is technology-based assessment?
2. How does assessment for learning differ from assessment of learning?
3. What makes an assessment formative?
4. Why does technology not guarantee validity?
5. What is construct underrepresentation?
6. What is construct-irrelevant difficulty?
7. How can digital assessment reliability be strengthened?
8. What is assessment authenticity?
9. How does washback influence teaching?
10. Why should selected-response tests not be the only evidence of communicative ability?
11. What does a writing revision history reveal?
12. What are the limitations of a recorded monologue?
13. Why should automated feedback be evaluated?
14. What distinguishes an e-portfolio from a digital folder?
15. What makes feedback actionable?
16. Why do learners need feedback literacy?
17. What is the difference between an analytic and a holistic rubric?
18. Why should learning analytics be interpreted cautiously?
19. How can assessment be redesigned for generative AI?
20. What are the six stages of the ASSESS framework?

Part B. True or False

- Every online quiz is formative.
- A high grammar score proves speaking ability.
- Digital assessment can collect process evidence.
- Fairness always requires identical conditions.
- Authentic tasks must involve a public audience.
- Immediate automated feedback is always accurate.
- An e-portfolio should include learner reflection.
- Peer assessment requires preparation.
- A rubric should include every possible language feature.
- Automated speaking scores may be affected by recording conditions.
- Dashboard data explain why students made errors.
- AI detection provides definitive proof of misconduct.
- Accessibility may require alternative formats.
- Feedback is complete when the teacher sends comments.
- Assessment should influence subsequent learning.

Part C. Applied Situations

Situation 1

A teacher wants to assess speaking through a 50-question online grammar test.

1. What mismatch is present?
2. What speaking evidence is required?
3. Which technology could support collection?
4. Which criteria should be used?

Situation 2

A student receives a low automated pronunciation score, but human listeners understand the recording.

1. Which evidence should be reviewed?
2. What technical factors may be involved?
3. Should the automated score determine the grade?

Situation 3

An online examination repeatedly disconnects students in rural areas.

1. Which assessment principles are affected?
2. What equivalent alternatives are appropriate?
3. How should the results be interpreted?

Situation 4

Students submit polished AI-generated essays but cannot explain the arguments.

1. Why is the final product insufficient?
2. What process evidence is needed?
3. How should the task be redesigned?

Situation 5

A teacher provides 40 written corrections but does not allow revision.

1. Is the feedback likely to be formative?
2. How could it be made more useful?
3. What should the learner do next?

5.34 Chapter Wrap-Up

Technology-based assessment expands the ways teachers and learners can collect, interpret, document, and communicate evidence of English development.

Its quality does not depend on technological sophistication. It depends on alignment among the learning objective, assessment task, evidence, criteria, interpretation, feedback, and subsequent action.

Assessment may serve diagnostic, formative, summative, placement, and self-regulatory purposes. These purposes should not be confusing. A task becomes formative when its evidence is used to improve teaching or learning while change remains possible.

Valid assessment requires evidence that represents the intended ability. Reliability concerns consistency. Fairness requires equitable opportunities. Authenticity connects assessment with meaningful communication. Practicality concerns available resources. Transparency allows learners to understand expectations. Positive washback encourages valuable learning.

Online quizzes are efficient for selected types of knowledge and comprehension, but they cannot represent every dimension of communication. Listening, speaking, reading, and writing assessment should use evidence appropriate to each skill and, when suitable, integrate several skills through meaningful performance tasks.

Digital writing environments can document drafting, feedback, and revision. Recorded speaking can make performance reviewable, but prepared monologues do not fully represent interaction. E-portfolios can show development over time when learners select and explain evidence.

Feedback is not complete when comments are delivered. Learners must understand, evaluate, and use it. Digital technologies allow written, oral, visual, synchronous, peer, and automated feedback. Each format has possibilities and limitations.

Automated assessment and AI can support practice, initial analysis, and efficient scoring. Their outputs require professional review. High-stakes decisions should not depend exclusively on opaque automated systems.

Generative AI requires assessment redesign. Teachers should collect process evidence, clarify permitted assistance, require disclosure, and include opportunities for independent performance.

Learning analytics provide indicators, not complete explanations. Data must be interpreted alongside learner work, technical conditions, and professional judgment.

Accessibility, privacy, security, and academic integrity are not secondary technical concerns. They influence whether assessment is fair and responsible.

The ASSESS framework provides a practical sequence:

- Align the objective;
- Select meaningful evidence;
- Set transparent criteria;
- Ensure access and ethics;
- Study the evidence;
- Support feedback and subsequent learning.

The central message of this chapter is:

The most effective digital assessment does more than measure learning. It makes learning visible, guides improvement, protects fairness, and helps learners understand what they can do next.

5.35 Essential Concepts

Academic integrity: Honest, responsible, fair, and transparent participation in academic work.

Analytic rubric: A scoring tool that evaluates several performance dimensions separately.

Assessment as learning: Assessment through which learners monitor and regulate their own development.

Assessment for learning: Assessment used during learning to guide improvement.

Assessment of learning: Assessment used to evaluate achievement after instruction.

Automated assessment: Assessment in which a digital system performs scoring or analysis.

Construct: The knowledge, ability, or characteristic an assessment is intended to represent.

Construct-irrelevant difficulty: Difficulty caused by factors unrelated to the intended ability.

Construct underrepresentation: Incomplete coverage of the intended ability.

Diagnostic assessment: Assessment used to identify prior knowledge, strengths, and needs.

E-portfolio: An organized digital collection of learning evidence, reflection, feedback, and development.

Fairness: The provision of equitable opportunities to demonstrate the intended ability.

Feedback literacy: The ability to understand, evaluate, and use feedback.

Formative assessment: Assessment evidence used to adjust teaching or learning.

Holistic rubric: A rubric that produces an overall judgment of performance.

Learning analytics: The collection and interpretation of digital data related to learning activity.

Positive washback: Beneficial influence of assessment on teaching and learning.

Reliability: The consistency and dependability of assessment results.

Rubric: A scoring guide containing criteria and descriptions of performance.

Summative assessment: Assessment used to judge achievement at the end of a learning period.

Technology-based assessment: The use of digital technologies to design, deliver, collect, score, interpret, store, or communicate assessment evidence.

Validity: The degree to which evidence supports a proposed interpretation and use of assessment results.

Chapter 6. Future Trends And Challenges In English Language Teaching

Opening Reflection

Imagine an English classroom ten years from now.

One learner wears lightweight glasses that display vocabulary, captions, maps, and cultural information during a simulated visit to another country. A second learner participates through a mobile device because immersive equipment is unavailable at home. A third practices an interview with an intelligent conversational agent that adjusts its questions according to previous responses.

The teacher receives a dashboard showing participation, recurring errors, learning objectives, and possible support needs. A generative system proposes differentiated activities, creates audio in several English varieties, and produces feedback on preliminary drafts.

The classroom appears highly advanced. Yet several important questions remain:

1. Are the students communicating more effectively?
2. Can they perform without technological assistance?
3. Are the automated explanations accurate?
4. Whose English is represented?
5. Who owns the learner data?
6. Can every student participate?
7. Which decisions remain under human control?
8. Has technology reduced teacher workload or simply changed its form?
9. Are learners developing autonomy, or are they becoming dependent on automated support?

10. Does the educational benefit justify the financial, social, and environmental cost?

The future of English language teaching will not be determined only by what technology can do. It will be shaped by the decisions that teachers, learners, institutions, governments, and technology providers make about its purpose, limits, design, and governance.

This chapter is based on a central principle:

The future of English language education should be evaluated not by the novelty of its technologies, but by the quality, equity, humanity, and educational value of the learning experiences they support.

Technological forecasting is uncertain. Applications change quickly, platforms disappear, regulations evolve, and innovations that initially attract attention may produce limited educational value.

For that reason, this chapter does not attempt to predict one inevitable future. It examines emerging directions, possible opportunities, unresolved tensions, and practical principles that can help educators prepare for several possible futures.

What You Will Learn

By the end of this chapter, readers will be able to:

- Identify the technological, pedagogical, social, and institutional forces influencing the future of English language teaching;
- Explain how multimodal artificial intelligence may affect language instruction;
- Evaluate the possibilities and limitations of conversational agents and intelligent tutoring systems;

- Examine personalized, adaptive, microlearning, and informal learning environments;
- Analyze the potential contribution of virtual, augmented, mixed, and extended reality;
- Discuss future developments in speech recognition, machine translation, corpora, analytics, and assessment;
- Explain how the responsibilities of English teachers may evolve;
- Identify the competencies teachers and learners will require in AI-supported education;
- Examine linguistic bias, Global Englishes, translanguaging, and multilingual communication;
- Evaluate challenges involving equity, privacy, surveillance, academic integrity, wellbeing, and sustainability;
- Develop institutional principles for responsible technology adoption;
- Construct alternative scenarios for the future of an English program;
- Identify priorities for future ESL/EFL research;
- Apply the FUTURE framework to an emerging educational technology.

6.1 Preparing for the Future Without Predicting It

Educational technology is often discussed through promises of transformation. A new platform may be presented as capable of:

- Personalizing every lesson;
- Replacing routine teacher work;
- Providing immediate feedback;
- Eliminating language barriers;

- Increasing motivation;
- Predicting learner needs;
- Creating authentic environments;
- Reducing educational inequality.

Some of these possibilities may become useful. Others may remain technically impressive but educationally weak. A technology may also produce benefits for one group and barriers for another.

Responsible preparation requires educators to distinguish among three categories.

Tabla 49

Three Categories of Educational Technology Claims

Category	Meaning	Example
Established function	The technology can currently perform the task under defined conditions.	A speech-recognition system converts spoken language into text.
Emerging educational use	The technology is being used experimentally or in limited implementations.	An AI agent guides a learner through a multi-stage English project.
Speculative promise	The proposed educational benefit has not yet been demonstrated adequately.	A completely autonomous system replaces the English teacher while maintaining educational quality and equity.

Teachers should avoid two extreme positions.

The first is technological rejection, in which every innovation is treated as harmful before its educational use is examined.

The second is technological inevitability, in which educators accept a tool because it is new, popular, or presented as unavoidable.

A more responsible position asks:

1. What educational problem is being addressed?
2. What evidence supports the proposed benefit?

3. What new difficulty may be created?
4. Who gains and who may be excluded?
5. What remains under teacher and learner control?
6. Can the decision be reversed?
7. What happens when the technology fails?

The OECD describes effective digital education as an ecosystem involving governance, infrastructure, human capacity, educational resources, data, and institutional coordination rather than a collection of isolated products.

Horizon Scanning

Horizon scanning is the systematic examination of developments that may affect future practice.

An English department may monitor:

- Research findings;
- Teacher experiences;
- Student needs;
- Accessibility;
- Regulation;
- Data policies;
- Infrastructure;
- Cost;
- Environmental implications;
- Changes in professional communication.

Horizon scanning should not become continuous pursuit of every new application. Its purpose is to help institutions identify developments that deserve examination.

6.2 Forces Reshaping English Language Teaching

The future of English language education is influenced by several interconnected forces.

Tabla 50

Main Forces of Change

Force	Possible influence on English teaching
Generative AI	Content production, conversation, feedback, planning, and assessment
Multimodal systems	Interaction through text, voice, image, video, and gesture
Automation	Scoring, translation, transcription, resource creation, and administration
Extended reality	Simulated locations, professional scenarios, and embodied interaction
Mobile connectivity	Learning across times, places, and informal environments
Learning analytics	Identification of progress, participation, and support needs
Global English use	Increased communication among multilingual speakers
Changing employment	Greater need for disciplinary, professional, and intercultural communication
Digital inequality	Unequal access to devices, infrastructure, skills, and high-quality content
Data regulation	Increased attention to privacy, transparency, consent, and accountability
Environmental pressure	Examination of energy, hardware, and platform sustainability
Learner expectations	Demand for flexibility, personalization, relevance, and rapid feedback

These forces do not operate independently.

For example, a multimodal AI tutor depends on:

- Connectivity;
- Data;
- Speech recognition;
- Language models;
- Interface design;

- Institutional permission;
- Teacher planning;
- Learner competence.

A technical improvement in one area may introduce difficulties in another. More detailed personalization may require more learner data. More immersive environments may increase equipment cost. More automation may reduce routine work but create new responsibilities for verification and oversight.

6.3 Multimodal Generative Artificial Intelligence

Early generative language systems interacted mainly through written instructions and written responses. Newer systems increasingly process and generate combinations of:

- Text;
- Image;
- Speech;
- Video;
- Diagrams;
- Documents;
- Screen content;
- Environmental information.

This development is commonly described as multimodal artificial intelligence.

In English education, a multimodal system may allow a learner to:

- Photograph an object and request a description;
- Upload a diagram and practice explaining it orally;
- Hold a spoken conversation;

- Analyze pronunciation;
- Receive feedback on a presentation;
- Compare visual and verbal information;
- Generate a dialogue from an image;
- Create captions or transcripts;
- Adapt content for different audiences.

Generative AI is already changing lesson preparation, materials development, feedback, self-directed learning, assessment, and teacher professional practice. Current guidance emphasizes that teachers require specific competence to examine pedagogical compatibility, risks, wellbeing, ethics, learner preparation, and professional use rather than merely learning to operate the systems.

Example: Multimodal Technical Explanation

Learning objective

Students explain a civil engineering structure in English.

Possible sequence

Students examine a real photograph or technical diagram.

They prepare their own explanation.

A multimodal AI system identifies areas that may require clarification.

Students verify the technical feedback.

They revise the explanation.

They present it to classmates.

They answer questions without AI support.

The system supports observation and feedback, but the student remains responsible for technical accuracy and communication.

New Possibilities

Multimodal AI may support:

- Accessibility through automatic captioning and descriptions;
- Vocabulary connected with real objects;
- Pronunciation practice with visual feedback;
- Oral interaction about documents or images;
- Adaptive explanations;
- Simulation of professional tasks;
- Content transformation across formats.

Continuing Limitations

A multimodal system may:

- Misinterpret an image;
- Overlook relevant visual information;
- Produce inaccurate captions;
- Reinforce stereotypes;
- Fail to understand local objects or practices;
- Create false confidence through fluent explanations;
- Expose uploaded images or documents to data collection.

Teaching Principle

Multimodal output requires multimodal verification.

A teacher or learner should verify not only the language but also:

- Visual interpretation;
- Factual accuracy;
- Source;
- Representation;
- Privacy;

- Intended audience.

6.4 Conversational Agents and Intelligent Language Tutors

Conversational agents have developed from simple keyword-based systems toward voice-enabled and generative environments capable of extended interaction.

Future systems may combine:

- Speech recognition;
- Text-to-speech;
- Learner profiles;
- Previous interactions;
- Adaptive questioning;
- Pronunciation analysis;
- Emotional indicators;
- Visual avatars;
- Task management.

Reviews of voice-based AI chatbots have identified possibilities for interaction, willingness to communicate, speaking practice, autonomy, and reduced anxiety. They have also identified limitations involving unnatural conversation, misunderstanding of learner speech, restricted cultural discourse, unequal accent recognition, and insufficient pedagogical grounding.

Intelligent Tutor Versus Conversation Tool

A conversation tool responds to language.

An intelligent tutor is expected to perform broader functions such as:

- Diagnose a need;
- Select an activity;
- Adjust difficulty;

- Provide feedback;
- Monitor progress;
- Recommend future work.

The more decisions a system makes, the more careful educators must examine:

- Transparency;
- Accuracy;
- Data use;
- Teacher control;
- Learner dependence;
- Appeal procedures.

Future Conversational Scenario

A learner preparing for a nursing placement may practice:

- Greeting a patient;
- Requesting information;
- Explaining a procedure;
- Responding to anxiety;
- Clarifying misunderstanding;
- Documenting the interaction.

The agent may vary the situation and provide feedback. However, professional communication also requires empathy, ethical judgment, cultural sensitivity, and responsibility. These cannot be evaluated completely through a simulated interaction.

Human Transfer Task

Every AI-supported simulation should lead toward a human or independent performance.

Possible transfer tasks include:

- Role-play with a classmate;
- Live interview;
- Group discussion;
- Presentation with questions;
- Community interaction;
- Response to a new scenario.

Warning Against Anthropomorphism

A realistic voice or avatar may encourage learners to attribute understanding, emotion, or authority to a system.

Teachers should remind learners that conversational fluency does not demonstrate:

- Consciousness;
- Empathy;
- Responsibility;
- Truth;
- Professional qualification.

6.5 From Chatbots to AI Agents

A chatbot normally responds to individual prompts. An AI agent may be designed to complete a sequence of actions toward a broader objective.

A future educational agent could:

- Analyze learner performance;
- Create a practice plan;
- Locate resources;
- Schedule activities;

- Generate tasks;
- Provide feedback;
- Update a learning portfolio;
- Report progress.

This degree of automation may appear efficient, but it changes the balance of educational control.

Questions About Educational Agents:

1. Who defines the objective?
2. Which resources may the agent access?
3. Can it make decisions without teacher approval?
4. What learner data does it use?
5. Can the learner understand its recommendations?
6. How are errors identified?
7. Can teachers override the sequence?
8. Does the system promote independent decision-making?

Appropriate Initial Uses

Educational agents may be more suitable for limited, reversible functions such as:

- Organizing approved materials;
- Reminding students of self-selected goals;
- Generating optional practice;
- Helping learners review a portfolio;
- Proposing questions for teacher evaluation.

Higher-Risk Uses

Greater caution is required when an agent:

- Assigns grades;

- Determines placement;
- Diagnoses a disability;
- Recommends disciplinary action;
- Makes high-stakes academic decisions;
- Communicates personal data to third parties.

6.6 Personalized and Adaptive Learning

Personalized learning aims to respond to differences in:

- Proficiency;
- Goals;
- Prior knowledge;
- Interests;
- Pace;
- Access;
- Preferred forms of support.

Adaptive systems may change:

- Question difficulty;
- Sequence;
- Amount of practice;
- Vocabulary;
- Feedback;
- Review intervals.

Potential Benefits

Adaptive support may help:

- Learners who require additional repetition;

- Advanced students who need greater challenge;
- Students with irregular schedules;
- Large classes with diverse proficiency levels;
- Teachers identify common difficulties.

The Risk of Narrow Personalization

A system often personalizes according to what it can measure.

If it measures only:

- Quiz accuracy;
- Response speed;
- Vocabulary recognition;
- Grammar errors;

Then its learning path may ignore:

- Creativity;
- Collaboration;
- Intercultural communication;
- Argumentation;
- Ethical reasoning;
- Learner emotion;
- Social participation.

Personalization and Learner Choice

Responsible personalization should allow learners to:

- See why an activity was recommended;
- Select among alternatives;
- Reject unsuitable recommendations;
- Revise goals;

- Discuss the plan with a teacher;
- Access human support.

Social Learning Must Remain Present

English is learned for communication. A fully individualized pathway may reduce opportunities to:

- Negotiate meaning;
- Collaborate;
- Hear different perspectives;
- Respond spontaneously;
- Participate in a community.

A balanced model combines personalized practice with human interaction.

6.7 Microlearning and Continuous Mobile Learning

Microlearning organizes content into short, focused learning units.

Examples include:

- A two-minute listening task;
- Five vocabulary items;
- One pronunciation contrast;
- A short dialogue;
- A rapid retrieval activity;
- A daily reflection question.

Generative AI can create and adapt short activities rapidly. Recent work on AI-supported microlearning emphasizes learner-centered design, interactivity, accessibility, cognitive load, evaluation, and ethical use.

Benefits

Microlearning may support:

- Regular practice;
- Mobile access;
- Review;
- Limited available time;
- Focused objectives;
- Spaced learning.

Limitations

A sequence of isolated activities may fragment learning.

Students may complete many small exercises without developing the ability to:

- Sustain a conversation;
- Read an extended text;
- Construct an argument;
- Complete a complex project;
- Integrate language skills.

Tabla 51

Connecting Microlearning With Larger Goals

Microlearning activity	Broader performance
Practice five transition expressions	Deliver a structured presentation
Review interview questions	Complete a live interview
Listen to a short explanation	Follow a longer lecture
Practice technical vocabulary	Explain a professional process
Correct one paragraph	Produce a complete report

Microlearning should serve a broader learning pathway rather than become the complete curriculum.

6.8 AI-Mediated Informal English Learning

English learning increasingly occurs outside formal courses through:

- Conversational systems;
- Social media;
- Games;
- Streaming content;
- Translation tools;
- Professional networks;
- Digital communities.

AI can make informal learning more interactive by providing:

- Explanations;
- Conversation;
- Recommendations;
- Feedback;
- Generated practice;
- Personalized examples.

Research on AI-mediated informal learning has expanded, but the field still requires broader geographical representation, longer studies, stronger theoretical grounding, and closer examination of self-regulation and equity.

Future Challenge

Learners may receive more English practice outside class than inside it. Teachers will need to help them evaluate and connect these experiences.

Informal Learning Journal

Students can record:

- Digital source;
- Language encountered;
- Meaning inferred;

- Verification;
- Personal use;
- Difficulty;
- Future application.

Teacher Responsibility

The teacher does not need to control all informal learning. The teacher can help learners develop:

- Selection criteria;
- Verification habits;
- Goal setting;
- Reflection;
- Balanced use;
- Awareness of algorithmic influence.

6.9 Speech Recognition and Pronunciation Futures

Speech recognition is likely to become more integrated with conversational systems, mobile devices, virtual environments, and assessment.

Future systems may analyze:

- Sounds;
- Stress;
- Rhythm;
- Fluency;
- Pauses;
- Vocabulary;
- Grammar;

- Interaction.

Reviews of speech-recognition research have identified frequent use in pronunciation learning and feedback, while also showing that much research has involved short interventions and university participants.

The Main Educational Question

Should pronunciation technology train learners to resemble one idealized speaker, or should it help them communicate intelligibly with diverse English users?

English is used globally among speakers with different linguistic backgrounds. Future pronunciation systems should be evaluated for:

- Accent representation;
- Intelligibility;
- Bias;
- Transparency;
- Suitability for international communication.

Possible Development

A future system may allow a learner to select a communicative objective:

- International intelligibility;
- Academic presentation;
- Customer service;
- Local tourism;
- Specific professional communication.

Feedback could then be connected to audience needs rather than a single accent norm.

Human Listening Remains Necessary

Automated recognition does not replace:

- Peer understanding;
- Audience response;
- Teacher interpretation;
- Real interaction.

6.10 Machine Translation and the Changing Meaning of Language Learning

Machine translation is becoming faster, more natural, and more integrated into communication platforms.

This development raises a fundamental question:

Why learn English when automatic translation is increasingly available?

The answer depends on the purposes of communication.

Translation may help users:

- Access information;
- Complete routine exchanges;
- Understand basic content;
- Compare language choices.

However, direct language knowledge remains important for:

- Building trust;
- Participating spontaneously;
- Interpreting humor;
- Understanding tone;
- Recognizing manipulation;
- Negotiating meaning;
- Developing professional identity;

- Engaging with culture;
- Verifying translations.

Future Language Competence

Language competence may increasingly include the ability to:

- Decide when translation is appropriate;
- Evaluate translated output;
- Detect loss of meaning;
- Adjust for audience and register;
- Mediate between languages;
- Explain cultural references;
- Communicate when technology is unavailable.

Translation as a Learning Resource

Students can:

- Produce their own translation;
- Compare it with an automated version;
- Identify differences;
- Verify terminology;
- Justify the final decision.

The objective shifts from avoiding translation to using it critically.

6.11 Global Englishes, Translanguaging, and Linguistic Justice

English is not used only between native and non-native speakers. It is used among multilingual people across professional, academic, social, and digital environments.

Future English education will need to address:

- Global varieties;

- English as a lingua franca;
- Multilingual communication;
- Translanguaging;
- Mediation;
- Intercultural strategies.

Generative systems may default to standardized varieties, underrepresent multilingual practices, or reproduce native-speaker assumptions. Current research has identified both opportunities and tensions when AI is used to support Global Englishes-oriented teaching.

Linguistic Justice Questions

1. Whose pronunciation is recognized?
2. Which vocabulary is treated as standard?
3. Which cultural references are understood?
4. Are multilingual strategies considered errors?
5. Which communities are represented in generated materials?
6. Who decides what counts as appropriate English?

Teaching for Flexible Communication

Learners should develop the ability to:

- Adapt language;
- Paraphrase;
- Request clarification;
- Explain local concepts;
- Understand different accents;
- Negotiate meaning;
- Compare registers;

- Use multilingual resources responsibly.

Classroom Activity: One Message, Several Englishes

Students examine several ways of expressing the same purpose across:

- Academic English;
- International workplace English;
- Informal digital English;
- Locally influenced English.

They evaluate intelligibility, audience, identity, and appropriateness rather than deciding that only one version is universally correct.

6.12 Virtual, Augmented, Mixed, and Extended Reality

Virtual reality places users within a digitally constructed environment.

Augmented reality adds digital elements to the physical environment.

Mixed reality allows physical and digital elements to interact.

Extended reality is a broader term covering these technologies.

Possible English-Learning Applications

Learners may:

- Practice airport communication;
- Guide a virtual tour;
- Conduct a professional inspection;
- Participate in a simulated conference;
- Negotiate a workplace problem;
- Explore a historical reconstruction;
- Interact with avatars;
- Label real objects through augmented reality.

Systematic reviews have reported possibilities for motivation, vocabulary, listening, speaking, and simulated interaction. They have also identified limited theoretical grounding, technical demands, inconsistent evidence, access barriers, and the need for repeated rather than isolated exposure.

Technology Is Not the Experience

An immersive environment may look realistic while offering limited communication.

A meaningful task requires:

- A clear objective;
- Information exchange;
- Learner decisions;
- Consequences;
- Feedback;
- Reflection.

Example: Virtual Construction-Site Briefing

Objective

Students explain safety procedures in English.

Task

Learners enter a simulated construction site.

They identify hazards.

They explain recommendations to a partner.

The partner requests clarification.

The group prepares a final safety briefing.

Students complete a real or video-based transfer task.

Challenges:

- Equipment cost;
- Motion discomfort;
- Physical accessibility;
- Technical support;
- Limited class sets;
- Hygiene;
- Internet requirements;
- Teacher preparation;
- Student safety.

Low-Cost Alternatives

The same objective may be supported through:

- 360-degree video;
- Interactive images;
- Maps;
- Photographs;
- Role-play;
- Mobile augmented reality;
- Physical classroom simulation.

Immersion should be selected only when it contributes educational value.

6.13 Digital Twins and Professional Simulations

A digital twin is a digital representation of a physical system, object, or process that may use real or simulated data.

In English for Specific Purposes, future applications may allow learners to explain or discuss:

- Buildings;
- Machines;
- Transport systems;
- Water networks;
- Manufacturing processes;
- Environmental conditions.

Possible Task

Engineering students examine a digital representation of a pumping system.

They must:

- Describe components;
- Explain normal operation;
- Identify an abnormal condition;
- Propose an action;
- Communicate the recommendation to a simulated international team.

The language objective remains professional communication. The digital twin supplies the situation and evidence.

Caution

Highly specialized simulations require collaboration among:

- Language teachers;
- Disciplinary teachers;
- Technical developers;
- Professional participants.

A language teacher should not be expected to verify every technical element independently.

6.14 Corpora and Data-Driven Learning

A corpus is a structured collection of authentic language.

Corpus tools allow learners to examine:

- Frequency;
- Collocation;
- Phraseology;
- Grammatical behavior;
- Disciplinary language;
- Variation across genres.

Data-driven learning encourages learners to investigate language examples rather than depend exclusively on the rule provided by a teacher.

Future Integration With AI

AI may make corpus exploration more accessible by:

- Translating search questions into corpus queries;
- Explaining concordance lines;
- Grouping examples;
- Comparing registers;
- Identifying recurring combinations.

However, generated examples should not be confused with attested corpus evidence.

Corpus Questions

Students may investigate:

1. Which verbs frequently occur with *research*?
2. How is *however* positioned in academic texts?
3. Which expressions introduce limitations?

4. How does professional email language differ from informal messaging?

Future Competence

Learners may need to know how to distinguish:

- Generated language;
- Dictionary information;
- Corpus evidence;
- Personal intuition;
- Disciplinary convention.

6.15 Learning Analytics and Predictive Systems

Learning analytics uses educational data to examine participation, progress, and performance.

Future systems may combine:

- Quiz results;
- Writing changes;
- Speaking recordings;
- Interaction;
- Attendance;
- Platform use;
- Learner goals.

They may attempt to predict:

- Risk of course withdrawal;
- Need for support;
- Expected performance;
- Suitable learning activities.

Potential Benefits

Analytics may help teachers:

- Identify recurring difficulties;
- Plan review;
- Notice reduced participation;
- Compare progress;
- Allocate support.

Risks

Predictive systems may:

- Misclassify learners;
- Use incomplete data;
- Reinforce previous inequalities;
- Create self-fulfilling expectations;
- Encourage surveillance;
- Reduce students to indicators.

The OECD emphasizes that trust in digital education requires appropriate data and technology governance, transparency, security, institutional responsibility, and human capacity.

Responsible Use

A risk indicator should begin a human conversation, not determine a final judgment.

A teacher may ask:

The platform shows reduced participation. Is there a technical, personal, linguistic, or motivational difficulty?

The data should support inquiry rather than replace it.

6.16 Intelligent Assessment and Continuous Evidence

Future assessment may become more continuous.

Instead of depending on one examination, systems may collect evidence from:

- Conversations;
- Drafts;
- Revisions;
- Projects;
- Simulations;
- Portfolios;
- Peer interaction.

Potential Development

A learner profile may document:

1. What the student can do;
2. Under which conditions;
3. How performance has changed;
4. Which support was used;
5. What remains difficult.

Risks of Continuous Assessment

Continuous evidence may become continuous surveillance.

Students may feel that:

- Every click is evaluated;
- Every mistake is permanent;
- Experimentation is unsafe;
- Privacy is limited;
- The system defines their ability.

Protected Practice Spaces

Future assessment systems should separate:

- Private practice;
- Formative evidence;
- Summative evidence;
- Administrative data.

Learners need spaces where errors support learning without becoming permanent records.

Human Review

Automated assessment should not become the sole basis for consequential decisions. Human review is especially important when evaluating:

- Creativity;
- Argumentation;
- Pragmatics;
- Cultural appropriateness;
- Professional judgment;
- Interaction.

6.17 Alternative Credentials and Digital Portfolios

Traditional grades provide limited information about what a learner can do.

Future programs may use:

- Digital portfolios;
- Microcredentials;
- Skill badges;
- Performance certificates;

- Verified project evidence.

Possible Benefits

These forms may document specific abilities such as:

- Conducting an-interview;
- Presenting research;
- Communicating in a professional field;
- Mediating information;
- Participating in an international project.

Questions of Quality

1. Who defines the standard?
2. Who verifies the evidence?
3. Is the credential recognized?
4. Can it be transferred?
5. Does it represent independent performance?
6. How is identity confirmed?
7. How long does it remain valid?

A badge without rigorous evidence may become decorative rather than meaningful.

6.18 The Changing Responsibilities of the English Teacher

Technology will not eliminate the need for English teachers. It will change the forms of professional judgment they exercise.

Jeon and Lee describe the relationship between teachers and large language models as complementary rather than purely substitutive. Teachers contribute relational, ethical, pedagogical, and situational understanding that automated systems do not reproduce fully.

Future Teacher Responsibilities

The teacher may increasingly act as:

- Learning designer;
- Task designer;
- Language specialist;
- Interaction facilitator;
- Feedback interpreter;
- AI evaluator;
- Data steward;
- Accessibility advocate;
- Ethical decision-maker;
- Community connector;
- Researcher of practice.

What Teachers Should Not Be Required to Become

Every English teacher should not be expected to become:

- Software engineer;
- Data scientist;
- Cybersecurity specialist;
- Platform administrator;
- Technical support worker.

Institutions must provide specialized assistance.

Human Contributions

Teachers understand:

- Learner history;
- Classroom relationships;

- Emotional responses;
- Local educational conditions;
- Institutional requirements;
- Cultural meaning;
- Ethical consequences.

The future teacher will be valuable not because a machine cannot produce language, but because education requires judgment, care, responsibility, and human relationships.

6.19 Teacher Professional Development

One-time technology workshops are insufficient for rapidly changing environments.

Professional development should include:

- Foundational understanding;
- Guided experimentation;
- Lesson design;
- Peer collaboration;
- Classroom implementation;
- Evidence analysis;
- Reflection;
- Revision;
- Policy discussion.

UNESCO's teacher framework organizes AI competence into human-centered mindset, ethics, foundations, pedagogy, and professional learning. It presents competence as progressive development rather than a single technical skill.

Research on language-teacher development has identified the need to integrate technological proficiency with pedagogical compatibility, professional practice, risk, wellbeing, ethics, and preparation of learners.

Professional Development Cycle

1. Identify a teaching need.
2. Examine possible technology.
3. Review evidence and risks.
4. Design a limited pilot.
5. Collect learner evidence.
6. Discuss results with colleagues.
7. Revise the activity;
8. Decide whether to continue, adapt, or stop.

Institutional Conditions

Teachers require:

- Time;
- Technical support;
- Approved tools;
- Data guidance;
- Access to research;
- Communities of practice;
- Permission to report failure.

Innovation improves when unsuccessful pilots can be discussed honestly.

6.20 Student Competence for an AI-Rich Future

Students will need more than digital operation and prompt writing.

UNESCO's student framework includes a human-centered mindset, ethics, AI techniques and applications, and AI system design. Learners are presented as responsible users and potential co-creators rather than passive consumers.

Future Learner Competencies

Students should be able to:

- Explain AI limitations;
- Formulate purposeful instructions;
- Verify information;
- Detect possible bias;
- Compare sources;
- Protect data;
- Disclose assistance;
- Preserve personal voice;
- Collaborate with humans;
- Work independently when necessary;
- Understand social consequences;
- Challenge automated decisions.

From Prompt Literacy to Epistemic Responsibility

Prompt literacy concerns how to communicate with a system.

Epistemic responsibility concerns how learners decide:

1. What to believe;
2. What to verify;
3. What evidence is sufficient;
4. When uncertainty must be acknowledged;
5. Who is responsible for the claim?

The second ability is more important than obtaining a fluent response.

6.21 Equity and the Digital Divide

Educational technology may widen access while also increasing inequality.

The digital divide includes differences in:

- Internet connection;
- Device quality;
- Data cost;
- Electricity;
- Software access;
- Language;
- Accessibility;
- Digital competence;
- Technical support;
- Safe study space.

UNESCO's technology report emphasizes that educational technology may contribute to access and inclusion, but inappropriate adoption can deepen inequality, weaken governance, or displace educational priorities.

AI Divide

The AI divide may include unequal access to:

- Advanced models;
- Paid features;
- High-quality voice interaction;
- Powerful devices;
- Specialized content;

- Teacher guidance;
- Locally relevant systems.

Students using free or limited systems may receive different educational opportunities from students with premium access.

Latin American Considerations

ECLAC reports strong uptake of end-user generative AI solutions in Latin America and the Caribbean, while production and deeper integration remain concentrated and uneven. This creates a regional challenge: institutions may consume external technologies without developing sufficient local capacity, governance, research, or language resources.

Equity Principle

No essential learning objective should depend exclusively on a resource that some learners cannot access.

Institutional Responses:

- Device lending;
- Campus laboratories;
- Offline materials;
- Low-bandwidth options;
- Institutional licenses;
- Accessible formats;
- Multilingual support;
- Teacher assistance;
- Alternative assessment.

6.22 Privacy, Data Governance, and Surveillance

Future language technologies may collect highly detailed data.

These may include:

- Voice;
- Accent;
- Writing;
- Facial expression;
- Eye movement;
- Interaction history;
- Location;
- Errors;
- Response time;
- Emotional indicators.

Language data can reveal identity, education, background, and personal experience.

Governance Questions

1. Which data are collected?
2. Why are they needed?
3. Who owns them?
4. Where are they stored?
5. Can they train commercial systems?
6. How long are they retained?
7. Can learners delete them?
8. Can automated decisions be challenged?
9. Are children and vulnerable groups protected?

Data Minimization

Institutions should collect only the data necessary for a defined educational purpose.

A vocabulary activity should not require:

- Facial recognition;
- Location tracking;
- Access to contacts;
- Continuous microphone access.

Surveillance Risk

A system designed to support learning may become a mechanism for:

- Constant monitoring;
- Behavioral prediction;
- Automated suspicion;
- Commercial profiling.

Trust requires transparent policies and meaningful human oversight.

6.23 Bias and Algorithmic Fairness

AI systems learn from data that may reflect social inequality, unequal language representation, and historical bias.

Possible language-related bias includes:

- Poorer recognition of some accents;
- Stereotypical cultural examples;
- Preference for dominant English varieties;
- Gendered professional assumptions;
- Weak representation of local knowledge;
- Misunderstanding multilingual communication.

Bias Audit

Teachers can evaluate a system by asking it to:

- Describe speakers from different regions;
- Assess several English accents;
- Create professional scenarios;
- Explain local cultural practices;
- Generate examples using diverse names and identities.

The output can be examined for:

- Representation;
- Generalization;
- Omission;
- Unequal standards;
- Inappropriate language.

Fairness Is Not Only Technical

A technically improved algorithm does not resolve every social question.

Educators must decide:

1. Which English varieties are valued;
2. What communication goals matter;
3. How difference is treated;
4. Whose knowledge is included.

6.24 Academic Integrity and the Future of Authorship

Generative AI complicates the distinction between:

- Assistance;
- Collaboration;
- Editing;

- Co-creation;
- Substitution.

Future academic integrity policies should not depend only on detecting AI-generated text.

They should clarify:

1. What learners are expected to do;
2. What assistance is permitted;
3. How assistance is disclosed;
4. What evidence demonstrates understanding;
5. How concerns are investigated.

Process-Oriented Assessment

Assessment may increasingly include:

- Planning;
- Drafts;
- Prompt records;
- Source verification;
- Oral explanation;
- Revision decisions;
- Independent transfer.

Authorship Question

A learner should be able to answer:

Which decisions in this work are mine?

The answer should include:

- Ideas;
- Source selection;

- Organization;
- Language decisions;
- Verification;
- Ethical responsibility.

6.25 Cognitive Offloading and Technological Dependence

Cognitive offloading occurs when people transfer part of a mental task to an external resource.

Examples include:

- Using a calculator;
- Saving a reminder;
- Consulting a dictionary;
- Asking AI to summarize a text.

Offloading is not automatically harmful. It becomes a concern when learners no longer develop or maintain abilities they still need.

Signs of Excessive Dependence

Students may:

- Ask AI before attempting;
- Accept every correction;
- Avoid reading original sources;
- Lose confidence without technology;
- Submit language they cannot explain;
- Depending on scripts for speaking;
- Stop retrieving vocabulary.

Support-Fade-Transfer Model

Support: Technology provides guided assistance.

Fade: Assistance is gradually reduced.

Transfer: Learners perform in a new situation independently.

Example

A learner practices an interview with AI.

The support is then reduced:

- Guided questions;
- Fewer prompts;
- Peer interview;
- Live unfamiliar interview.

6.26 Human Interaction and Wellbeing

English learning involves:

- Identity;
- Confidence;
- Belonging;
- Emotion;
- Social participation.

A future dominated by individual interaction with machines may provide abundant practice while reducing human connection.

Human Interaction Contributes

- Empathy;
- Humor;
- Spontaneous negotiation;
- Disagreement;

- Encouragement;
- Cultural interpretation;
- Shared responsibility.

Wellbeing Concerns

- Screen fatigue;
- Pressure for constant availability;
- Comparison;
- Automated judgment;
- Loss of privacy;
- Fear of replacement;
- Reduced confidence.

Balanced Design

A future-ready course should include:

- Human discussion;
- Collaborative projects;
- Offline reflection;
- Community interaction;
- Technology-free performance;
- Boundaries for availability.

6.27 Environmental Sustainability

Digital education is often presented as immaterial, but it depends on:

- Devices;
- Data centers;
- Networks;

- Electricity;
- Cooling;
- Hardware production;
- Electronic waste.

The International Energy Agency reported in 2026 that data-center electricity consumption is projected to approximately double between 2025 and 2030, while consumption from AI-focused data centers is expected to grow faster.

Educational Sustainability Questions

1. Is a high-computation tool necessary?
2. Can a simpler resource achieve the objective?
3. How often should content be generated?
4. Can devices remain in use longer?
5. Is equipment shared?
6. Are files stored indefinitely?
7. Does the institution have an electronic-waste policy?

Sustainable Technology Use

- Reuse materials;
- Compress files;
- Avoid unnecessary video;
- Select durable devices;
- Use shared infrastructure;
- Prefer pedagogical value over novelty;
- Include environmental cost in procurement.

Sustainability does not require rejecting AI. It requires considering resource use as part of educational responsibility.

6.28 Institutional Governance

Individual teachers should not carry full responsibility for complex technology decisions.

Institutions need policies for:

- Approved platforms;
- Data protection;
- Accessibility;
- Procurement;

AI use;

- Academic integrity;
- Teacher workload;
- Technical support;
- Evaluation;
- Sustainability.

Technology Procurement Questions

Before purchasing or approving a system, institutions should examine:

1. What educational problem does it address?
2. Which evidence supports its use?
3. What data does it collect?
4. Is it accessible?
5. Does it function with available infrastructure?
6. Can content be exported?
7. What happens when the contract ends?
8. Is training provided?
9. Can teachers override automated decisions?

10. What is the total cost?

Pilot Before Scale

A responsible adoption process includes:

- Needs analysis;
- Risk review;
- Small pilot;
- Learner and teacher feedback;
- Learning evidence;
- Accessibility review;
- Cost analysis;
- Decision.

6.29 Three Possible Futures for English Education

The following scenarios are not predictions. They are tools for discussion.

Scenario A: Automated Efficiency

Institutions prioritize:

- Standardized systems;
- Automated scoring;
- Generated materials;
- Reduced staffing;
- Centralized data.

Possible benefit

Rapid service and lower routine workload.

Possible danger

Reduced human interaction, surveillance, narrow learning, and loss of teacher agency.

Scenario B: Unequal Innovation

Some institutions have:

- Advanced AI;
- Immersive laboratories;
- Premium tutors;
- Sspecialized analytics.

Others depend on:

- Limited connectivity;
- Outdated devices;
- Free systems;
- Unsupported teachers.

Possible consequence

Technological innovation increases educational inequality.

Scenario C: Human-Centered Digital Education

Institutions use technology selectively.

Teachers and learners retain control. Systems are evaluated for:

- Learning;
- Equity;
- Privacy;
- Accessibility;
- Sustainability.

Technology supports human interaction rather than replacing it.

Scenario Activity

Groups analyze:

1. Which scenario appears most likely;

2. Which appears most desirable;
3. Which institutional decisions would move education toward or away from each scenario.

6.30 Designing a Future-Ready English Curriculum

A future-ready curriculum should not be organized around current applications.

Applications may disappear. Competencies remain more stable.

Curriculum Areas

Communicative Competence

Learners use English to:

- Interact;
- Explain;
- Negotiate;
- Present;
- Collaborate;
- Mediate.

Digital and AI Literacy

Learners:

- Evaluate systems;
- Write purposeful instructions;
- Verify output;
- Protect data;
- Disclose assistance.

Multimodal Literacy

Learners interpret and create:

- Text;

- Speech;
- Image;
- Video;
- Data;
- Interactive content.

Intercultural and Global Englishes Competence

Learners communicate across:

- Cultures;
- English varieties;
- Multilingual environments.
- Critical Information Literacy
- Learners:
- Evaluate sources;
- Detect misinformation;
- Distinguish evidence from generated claims.

Self-Regulation

Learners:

- Set goals;
- Manage attention;
- Evaluate progress;
- Control dependence.

Ethical and Civic Responsibility

Learners examine:

- Fairness;
- Representation;

- Privacy;
- Sustainability;
- Consequences.

6.31 Future Research Priorities

The rapid growth of technology requires stronger evidence.

Priority 1: Learning Rather Than Perception

Studies should examine what learners can do, not only whether they enjoyed a tool.

Priority 2: Long-Term Development

Short interventions may not reveal:

- Retention;
- Independence;
- Transfer;
- Dependence;
- Sustained motivation.

Priority 3: Diverse Populations

More research is needed with:

- Children;
- Older adults;
- Rural learners;
- Learners with disabilities;
- Underrepresented regions;
- Different proficiency levels.

Priority 4: Latin American ESL/EFL Education

Regional research should examine:

- Infrastructure;
- Local English needs;
- Spanish-English interaction;
- Indigenous languages;
- Teacher development;
- Locally produced AI;
- Institutional governance.

Priority 5: Human–AI Interaction

Researchers should examine:

1. When learners accept feedback;
2. How they verify output;
3. How dependence develops;
4. How teacher guidance changes results.

Priority 6: Linguistic Diversity

Studies should evaluate:

- Accent recognition;
- Global Englishes;
- Multilingual communication;
- Cultural bias.

Priority 7: Ethics and Rights

Research should address:

- Privacy;
- Surveillance;
- Authorship;

- Consent;
- Transparency;
- Fairness.

Priority 8: Sustainability and Cost

Educational studies should report:

- Infrastructure;
- Financial cost;
- Teacher time;
- Technical support;
- Device requirements;
- Environmental considerations.

6.32 The FUTURE Framework

The following framework can guide the evaluation of emerging technologies.

FUTURE

F – Frame the Educational Purpose

Define the language objective and educational need.

U – Understand the Technology and Evidence

Examine what the system does, does not do, and what research supports its use.

T – Test Access, Task Design, and Transfer

Pilot the activity, verify accessibility, and require independent application.

U – Use Human Oversight

Maintain teacher and learner control over important decisions.

R – Review Rights, Risks, and Resources

Examine privacy, bias, authorship, wellbeing, cost, and sustainability.

E – Evaluate Outcomes and Decide

Collect evidence and decide whether to continue, revise, replace, or stop.

Tabla 52

Applying the FUTURE Framework

Stage	Guiding question	Example
Frame	What should students learn?	Participate in a professional safety briefing
Understand	What can the technology contribute?	Simulate a worksite and provide repeated practice
Test	Can all students participate and transfer learning?	Pilot with a small group and require a live briefing
Use oversight	Which decisions remain human?	Teacher reviews language, safety content, and scoring
Review	What risks and resources are involved?	Device access, motion discomfort, privacy, and cost
Evaluate	Did learning improve sufficiently?	Compare performance, learner access, and teacher workload

6.33 Classroom Case: The Future English Lab

Project Title

The Future English Lab: Designing a Responsible Technology-Supported Learning Experience

Learner Profile

University EFL students

B1–B2 proficiency

Groups of four

Mixed digital experience

Access mainly through smartphones and university facilities

General Objective

Students will design, test, evaluate, and present a future-oriented English-learning experience using one emerging technology.

Technology Options

generative AI;

- Conversational agent;
- Speech recognition;
- Augmented reality;
- Virtual simulation;
- Corpus tool;
- Adaptive platform;
- Learning analytics;
- Machine translation.

Language Objectives

Students will:

- Explain a technology;
- Describe an educational problem;
- Propose a solution;
- Present evidence;
- Discuss risks;
- Justify decisions;
- Answer critical questions;
- Communicate with professional vocabulary.

Digital and Ethical Objectives

Students will:

- Evaluate evidence;
- Test accessibility;
- Protect data;
- Identify bias;

- Estimate resource requirements;
- Require human oversight;
- Evaluate independent learner performance.

Stage 1: Identify the Educational Problem

Teams select a problem such as:

- Limited speaking practice;
- Insufficient feedback;
- Difficulty understanding lectures;
- Unequal vocabulary levels;
- Low participation;
- Pronunciation anxiety.

The problem must be described before the technology is selected.

Stage 2: Define the Learning Objective

Example:

Students will conduct a three-minute English interview using follow-up questions and clarification strategies.

Stage 3: Investigate the Technology

Teams examine:

- Function;
- Evidence;
- Limitations;
- Data use;
- Access;
- Cost;
- Accessibility.

They consult at least three reliable sources.

Stage 4: Design a Small Pilot

The pilot includes:

- Learner instructions;
- Technology use;
- Human interaction;
- Expected evidence;
- Feedback;
- Independent transfer.

Stage 5: Risk and Rights Review

Students complete the table.

Area	Question	Team decision
Privacy	What data are collected?	
Bias	Who may be disadvantaged?	
Access	Can all learners participate?	
Authorship	What work remains with the learner?	
Wellbeing	Could the task create pressure or dependence?	
Sustainability	Is the technological demand justified?	
Human control	Who makes final decisions?	

Stage 6: Test the Activity

A small group completes the pilot.

Teams collect:

- Learner performance;
- Observations;
- Technical difficulties;
- Feedback;
- Access problems.

Stage 7: Independent Transfer

Participants complete a related task without the same technological support.

This stage reveals whether learning can transfer.

Stage 8: Evaluate

The team decides whether to:

- Adopt;
- Revise;
- Limit;
- Reject.

The decision must be justified with evidence.

Stage 9: Present

Each team presents:

- Educational problem;
- Learning objective;
- Selected technology;
- Evidence reviewed;
- Pilot;
- Risks;
- Results;
- Final decision.

Tabla 53

Assessment Rubric for the Future English Lab

Criterion	Excellent	Satisfactory	Developing	Initial
Problem definition	Educational need is precise, relevant, and supported.	Need is generally clear.	Need requires clarification.	Need is unclear.
Objective alignment	Technology and task are fully aligned with the language objective.	Most elements are aligned.	Some inconsistency is present.	Technology is selected without clear alignment.
Evidence review	Claims are supported through reliable and critically evaluated sources.	Most claims are supported.	Evidence is limited.	Claims are unsupported.
Task design	Activity requires meaningful English use, interaction, feedback, and transfer.	Most elements are present.	Task provides limited communication.	Task focuses mainly on technology use.
Ethical analysis	Privacy, bias, access, authorship, wellbeing, and sustainability are examined thoroughly.	Most areas are examined.	Several areas require development.	Risks receive little attention.
Human oversight	Human responsibilities and decision points are explicit.	Oversight is generally clear.	Some decisions are left undefined.	Automated decisions are accepted without review.
Evaluation	Decision is based on learning, access, feasibility, and evidence.	Decision is generally justified.	Justification is incomplete.	Decision is based mainly on novelty.
English use	Language is accurate, clear, and professionally appropriate.	Errors occur but communication remains effective.	Errors sometimes affect meaning.	Errors substantially limit communication.

Criterion	Excellent	Satisfactory	Developing	Initial
Interaction	Team responds flexibly and critically to questions.	Most responses are appropriate.	Responses require support.	Questions are not addressed adequately.
Collaboration	Contributions are balanced and documented.	Most members contribute.	Participation is uneven.	Collaboration is minimal.

6.34 Practical Activities

Activity 1. Trend, Emerging Use, or Speculation?

Classify each statement.

Speech recognition provides automatic transcripts.

AI will replace every English teacher.

Virtual simulations are being tested for language practice.

Every learner will receive a perfectly accurate personal tutor.

Multimodal systems can analyze images and speech.

Automated assessment will eliminate bias.

Explain each decision.

Activity 2. Future Technology Audit

Select one emerging technology and examine:

- Educational purpose;
- Evidence;
- Limitations;
- Access;
- Data;
- Bias;
- Teacher control;

- Independent performance;
- Sustainability.

Activity 3. Create Three Future Scenarios

Develop:

- One optimistic scenario;
- One problematic scenario;
- One human-centered scenario.

Describe:

- Teacher responsibilities;
- Learner experience;
- Assessment;
- Equity;
- Data;
- Human interaction.

Activity 4. Redesign a Curriculum Outcome

Transform this objective:

Students will learn English grammar.

Create a future-ready outcome including:

- Communication;
- Digital literacy;
- Verification;
- Human interaction;
- Independent performance.

Activity 5. Bias Test

Use an AI or speech-recognition system with several:

- Accents;
- Names;
- Locations;
- Professional identities;

English varieties.

Document differences in output and discuss educational consequences.

Activity 6. Sustainability Decision

Compare two technologies for the same objective.

Evaluate:

- Devices;
- Connectivity;
- Energy demand;
- File size;
- Equipment life;
- Educational benefit;
- Accessible alternatives.

Select the more responsible option.

Activity 7. Future Teacher Development Plan

Identify:

- One current competence;
- Two learning needs;
- One classroom pilot;
- One colleague for collaboration;
- One evidence source;
- One ethical issue;

- One review date.

Activity 8. Apply the FUTURE Framework

Complete a full evaluation of one emerging technology using:

Frame;

- Understand;
- Test;

Use human oversight;

- Review;
- Evaluate.

6.35 Check Your Understanding

Part A. Short-Answer Questions

1. Why should educators distinguish established functions from speculative promises?
2. What is multimodal artificial intelligence?
3. How does an AI agent differ from a chatbot?
4. What are the risks of narrow personalization?
5. How can microlearning connect with extended performance?
6. Why should AI-supported simulation lead to a transfer task?
7. How may machine translation change language competence?
8. Why is Global Englishes relevant to AI?
9. What educational possibilities does extended reality provide?
10. Why should analytics begin a conversation rather than determine a judgment?
11. How may teacher responsibilities change?
12. Which AI competencies do teachers require?

13. What is the AI divide?
14. Why is data minimization important?
15. How can algorithmic bias affect English learners?
16. What is cognitive offloading?
17. Why should environmental sustainability be considered?
18. What is horizon scanning?
19. Why should institutions pilot technology before large-scale adoption?
20. What are the six stages of the FUTURE framework?

Part B. True or False

Every emerging technology will become educationally necessary.

Fluent AI conversation proves human-like understanding.

Personalization should allow learner choice.

Microlearning can replace every extended language task.

Automated translation eliminates the need for language education.

Immersive environments always produce authentic communication.

Generated examples are identical to corpus evidence.

Predictive analytics may reproduce previous inequality.

Teachers will need ethical and data-related competence.

Every student has equal access to advanced AI.

Data collected for learning should be unlimited.

Human interaction remains important in language education.

AI dependence can be reduced through transfer tasks.

Digital education has environmental costs.

Institutions should adopt technology before examining evidence.

Part C. Applied Situations

Situation 1

An institution purchases an expensive virtual-reality laboratory without consulting teachers or defining learning objectives.

1. Which planning error occurred?
2. What evidence should have been reviewed?
3. How can the investment be evaluated?
4. Which lower-cost alternatives should be considered?

Situation 2

An AI tutor recommends easier activities to a learner repeatedly. The student is never allowed to attempt more complex tasks.

1. What personalization problem is present?
2. How may the recommendation affect expectations?
3. What human review is required?

Situation 3

A speech-recognition system consistently assigns lower scores to some regional accents.

1. Which fairness issue is present?
2. What additional evidence is needed?
3. Should the automated scores determine grades?

Situation 4

Students use translation systems successfully during every task but cannot communicate when devices are unavailable.

1. What type of dependence has developed?
2. How should support be reduced?

3. Which independent task is needed?

Situation 5

A university stores student voice, writing, and interaction data indefinitely.

1. Which governance questions arise?
2. What data-minimization and retention principles should apply?
3. What rights should students have?

6.36 Chapter Wrap-Up

The future of English language teaching will not be created by one technology.

It will emerge through the interaction of artificial intelligence, mobile connectivity, immersive media, automated assessment, global English use, professional communication needs, institutional policy, human relationships, and educational inequality.

Multimodal AI may allow learners to communicate through text, speech, image, and video. Conversational agents may provide repeated practice. Intelligent systems may personalize activities, generate feedback, and support informal learning.

These possibilities remain educationally dependent on task design, verification, accessibility, human interaction, and independent performance.

Extended reality may create simulated locations and professional situations. Its value does not lie in immersion alone. Learners need objectives, decisions, communication, feedback, and transfer.

Machine translation may reduce some communication barriers, but it will not remove the need for cultural understanding, spontaneous interaction, identity, critical evaluation, and mediation.

Global Englishes and multilingual communication should inform future technologies. Systems that recognize only dominant varieties or reproduce native-speaker assumptions may increase linguistic inequality.

Teachers will continue to be essential. Their responsibilities may shift toward learning design, ethical oversight, feedback interpretation, accessibility, data governance, and human connection.

Teachers and students require AI competence. They must understand system functions and limitations, protect data, identify bias, verify information, preserve human agency, and disclose assistance.

The digital divide may become an AI divide. Access to high-quality systems, teacher guidance, paid features, reliable infrastructure, and locally relevant resources will not be equally distributed.

Privacy, surveillance, authorship, wellbeing, and cognitive dependence require explicit policies. Environmental responsibility must also enter educational decision-making because digital systems depend on energy, networks, devices, and data centers.

Institutions should not adopt technology solely because it is available. They should define educational needs, review evidence, conduct limited pilots, examine rights and resources, collect learning evidence, and remain willing to stop an ineffective implementation.

The FUTURE framework offers a practical sequence:

- Frame the educational purpose;
- Understand the technology and evidence;
- Test access, task design, and transfer;
- Use human oversight;
- Review rights, risks, and resources;

- Evaluate outcomes and decide.

The central message of the chapter and the book is:

The most responsible future for English language teaching is not the one in which technology does everything. It is the one in which teachers and learners use technology deliberately while preserving thought, communication, equity, responsibility, and human agency.

6.37 Essential Concepts

Adaptive learning: Automated adjustment of learning content, sequence, or difficulty according to learner information.

AI agent: An artificial intelligence system designed to perform a sequence of actions toward a broader objective.

AI divide: Inequality in access to high-quality AI, infrastructure, competence, and educational guidance.

Algorithmic fairness: The examination and reduction of unfair outcomes produced by automated systems.

Cognitive offloading: The transfer of part of a mental task to an external resource.

Data governance: Policies and responsibilities governing the collection, storage, access, use, protection, and deletion of data.

Digital twin: A digital representation of a physical object, process, or system.

Epistemic responsibility: Responsibility for evaluating evidence, verifying claims, and acknowledging uncertainty.

Extended reality: A broad term covering virtual, augmented, and mixed reality.

Global Englishes: The study and recognition of the diverse forms and uses of English worldwide.

Horizon scanning: Systematic examination of developments that may influence future practice.

Human agency: The capacity to make informed decisions, exercise control, and remain responsible.

Intelligent tutoring system: A system that attempts to provide adaptive instruction, feedback, or guidance.

Learning analytics: Collection and interpretation of educational data to support decisions.

Microlearning: Learning organized into short and focused units.

Multimodal AI: Artificial intelligence capable of processing or generating more than one mode, such as text, image, speech, or video.

Predictive system: A system that uses data to estimate future outcomes or risks.

Technology governance: Institutional rules and procedures governing technology selection, operation, evaluation, and accountability.

Transfer task: A task requiring learners to apply learning to a new situation.

Translanguaging: Flexible use of a multilingual speaker's linguistic resources to construct meaning and communicate.

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